



## **REGULAR MONTHLY BOARD MEETING**

**February 26, 2008  
7:00 P.M.**

**Frank Elementary School  
Gymnasium  
1816-57<sup>th</sup> Street  
Kenosha, Wisconsin**



# KENOSHA UNIFIED SCHOOL BOARD

REGULAR SCHOOL BOARD MEETING

Frank Elementary School

February 26, 2008

7:00 P.M.

## AGENDA

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
  - McKinley Middle School Team Named Finalist in “Hang Tough Video” Contest
  - Harvey School Student Earns Perfect Score on National Test
  - John Choi Named Outstanding Young Director Award Recipient
  - Four Kenosha Unified Principals Earn Master Educator Licenses
  - Certificate of Appreciate to Thomas D. Reiherzer
- IV. Frank Elementary School Presentation
- V. Administrative and Supervisory Appointments
- VI. Introduction and Welcome of Student Ambassador(s)
- VII. Legislative Report
- VIII. Views and Comments by the Public
- IX. Response and Comments by the Board of Education
- X. Remarks by the President
- XI. Superintendent’s Report
- XII. Consent Agenda
  - A. Consent/Approve Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations ..... Page 1
  - B. Consent/Approve Minutes of 1/14/08, 1/16/08 1/17/08, 1/22/08, 2/11/08, 2/12/08 and 2/16/08 Special Meetings and Executive Sessions, and 1/22/08 Regular Meeting ..... Pages 2-18

SCHOOL BOARD AGENDA

Page 2

February 26, 2008

XII. Consent Agenda – Continued

- C. Consent/Approve Summary of Receipts, Wire Transfers and Check Registers..... Pages 19-20
- D. Consent/Approve Donations to the District..... Page 21
- E. Consent-Approve Wisconsin Department of Public Instruction Alcohol And Other Drug Abuse Program Grant ..... Pages 22-27

XIII. Old Business

- A. Discussion/Action Strategy 1: Communication Protocols ..... Pages 28-44
- B. Discussion/Action LakeView Technology Academy Request to Pilot AP Calculus A/B And AP Physics C as Year-Long Offerings ..... Pages 45-47
- C. Discussion/Action 2007 Summer School Report And 2008 Summer School Recommendations ..... Pages 48-104
- D. Discussion/Action 2008-09 Preliminary Staffing Allocations ..... Page 105-106
- E. Discussion/Action Fiscal 2008-2009 Budget Development ..... Pages 107-113
- F. Discussion/Action Savings From 2005 Referendum Projects ..... Pages 114

XIV. New Business

- A. Discussion/Action Classification, Compensation And Personnel Policy for Non-Represented, Non-Supervisory, “Miscellaneous” Employees ..... Pages 115

XV. Other Business as Permitted by Law

- Tentative Schedule of Reports, Events and Legal Deadlines For School Board (February-March)..... Page 116

XVI. Predetermined Time and Date of Adjourned Meeting, If Necessary

**Kenosha Unified School District No. 1  
Kenosha, Wisconsin**

Human Resources recommendations concerning the following actions:

**February 26, 2008**

Action	Board Date		Staff	Employee Last Name	Employee First Name	School/Dept	Position	Effective Date	Salary or Hourly Rate	Reason	Step / Level	Letter or Contract
Appointment	2/12/08		Instructional	Hurst	Lisa	Forest Park Elementary	First Grade Teacher	01/23/08	36,817.00	New Hire	M Step 3	Letter
Appointment	2/12/08		Instructional	Gorman	Kim	Lincoln Middle School	Grade 8 / English	01/15/08	33,430.00	New Hire	B Step 3	Letter
Appointment	2/12/08		Instructional	Klimisch	David	Mahone Middle School	Resource Teacher	01/17/08	36,817.00	New Hire	M Step 3	Letter
Appointment	2/12/08		Instructional	Norris	Monica	Washington Middle School	Special Education - Self Contained	01/28/08	33,430.00	New Hire	B Step 3	Letter
Resignation	2/12/08		AST	Brunner	Debra	ESC	Food Service Dietary Manager	01/18/08	61,012.00	Resignation	4 Step 7	Contract
Resignation	2/12/08		AST	Bloyer	Jody	Tremper High School	Assistant Principal	01/18/08	92,217.00	Resignation	15 Step 5	Contract
Appointment	2/12/08		Instructional	Barrett	Patty C	Indian Trail	Special Ed Cross Categorical	02/04/08	49,700.00	New Hire	M12 Step 9	Letter
Appointment	2/12/08		Instructional	Overocker	Timothy	Lakeview and Kenosha eSchool	Math and Physics Teacher	01/23/08	33,430.00	New Hire	B Step 3	Letter
Appointment	2/12/08		Instructional	Stasik	Lily	Kenosha eSchool	English Teacher	01/23/08	26,913.23	New Hire	M Step 5	Letter
Appointment	2/12/08		Instructional	Overocker	Janele	LakeView	English Teacher	01/23/08	33,430.00	New Hire	B Step 3	Letter
Appointment	2/12/08		Instructional	Kopernik	CarrieAnn	LakeView	Life Science Teacher	01/23/08	33,430.00	New Hire	B Step 3	Letter
Appointment	2/12/08		Instructional	Palmen	Jane	Lance Middle	Theater / Reading Resource	01/23/08	17,049.30	New Hire	B Step 3	Letter
Resignation	2/12/08		Instructional	Griffin	William	Harborside Academy	Business Education	01/22/08	14,316.72	Resignation	M12 Step 6	Letter
Appointment	2/12/08		Instructional	Williams	Aaron	Bradford High	Tech Ed Construction	01/23/08	33,430.00	New Hire	B Step 3	Letter
Appointment	2/26/08	**	Instructional	Trameri	Matthew	Washington Middle	Tech Ed	01/28/08	33,430.00	New Hire	B Step 3	Letter
Appointment	2/26/08	**	Instructional	Stahl	Inger	Hillcrest	Special Ed Teacher	01/24/08	35,462.00	New Hire	B24 Step 3	Letter
Appointment	2/26/08	**	Instructional	Mahaffrey	Mandy	McKinley Middle	Art Teacher	01/24/08	27,746.00	New Hire	B Step 3	Letter
Appointment	2/26/08	**	Instructional	Davies	Michelle	Grant Elementary	Special Education Cross Categorical	01/28/08	33,430.00	New Hire	B Step 3	Letter
Appointment	2/26/08	**	Educ. Assistant	Burke	Thomas	Tremper	Educational Assistant Security	01/31/08	11.72	New Hire		Contract
Appointment	2/26/08	**	Instructional	Olson	Laura	Kenosha eSchool	Life Science Teacher	02/01/08	6,028.00	New Hire	B24 Step 3	Letter
Appointment	2/26/08	**	AST	Bonofiglio	Brian	ESC	Computer Technical	02/11/08	47,910.00	New Hire	Level 2 step 1	Contract
Resignation	2/26/08	**	Instructional	Kruse	Melinda	EBSOLA	Special Health Care Nurse	02/06/08	42,576.00	Resignation	B Step 9	Contract
Appointment	2/26/08	**	Instructional	Saskill	Richard	EBSOLA	2nd Grade (Sage)	01/28/08	60,280.00	New Hire	M Step 15	Letter
Appointment	2/26/08	**	Instructional	Garcia	Gabriel	Lance Middle	Special Education Teacher	02/13/08	33,430.00	New Hire	B Step 3	Letter

*This page intentionally left blank*

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JANUARY 14, 2008

A special meeting of the Kenosha Unified School Board was held on Monday, January 14, 2008, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:30 P.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain. Dr. Mangi was also present.

Mr. Fountain, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mr. Fountain announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Employment Relationship; Personnel: Position Assignments; and Personnel: Compensation and/or Contracts.

Mr. Englund moved that this executive session be held. Mrs. P. Stevens seconded the motion.

Roll call vote. Ayes: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain. Noes: None. Unanimously approved.

Personnel: Employment Relationship; Position Assignments; Compensation and/or Contracts

A candidate arrived at 6:37 P.M. and responded to Board members' questions regarding the Superintendent position. The candidate was excused at 8:04 P.M.

A discussion regarding the pending Superintendent search followed.

These minutes were produced from notes taken by Mr. Fountain.

Meeting adjourned at 9:07 P.M.

Stacy Schroeder Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JANUARY 16, 2008

A special meeting of the Kenosha Unified School Board was held on Wednesday, January 16, 2008, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:00 P.M. with the following members present: Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain. Dr. Mangi was also present. Mr. Englund arrived later.

Mr. Fountain, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mr. Fountain announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Employment Relationship; Personnel: Position Assignments; and Personnel: Compensation and/or Contracts.

Mr. Olson moved that this executive session be held. Mrs. P. Stevens seconded the motion.

Roll call vote. Ayes: Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain. Noes: None. Unanimously approved.

Personnel: Employment Relationship; Position Assignments; Compensation and/or Contracts

A candidate arrived at 6:02 P.M. and responded to Board members' questions regarding the Superintendent position. The candidate was excused at 7:30 P.M.

Mr. Englund arrived at 6:03 P.M.

Another candidate arrived at 7:32 P.M. and responded to Board members' questions regarding the Superintendent position. The candidate was excused at 8:22 P.M.

A discussion regarding the pending Superintendent search followed.

These minutes were produced from notes taken by Mr. Fountain.

Meeting adjourned at 8:56 P.M.

Stacy Schroeder Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JANUARY 17, 2008

A special meeting of the Kenosha Unified School Board was held on Thursday, January 17, 2008, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:35 P.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, and Mr. Fountain. Dr. Mangi was also present. Mr. Olson arrived later.

Mr. Fountain, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mr. Fountain announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Employment Relationship; Personnel: Position Assignments; and Personnel: Compensation and/or Contracts.

Mr. Olson moved that this executive session be held. Mr. Hujik seconded the motion.

Roll call vote. Ayes: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, and Mr. Fountain. Noes: None. Unanimously approved.

Mr. Ostman arrived at 6:38 P.M.

Personnel: Employment Relationship; Position Assignments; Compensation and/or Contracts

A candidate arrived at 6:40 P.M. and responded to Board members' questions regarding the Superintendent position. The candidate was excused at 7:55 P.M.

Another candidate arrived at 8:07 P.M. and responded to Board members' questions regarding the Superintendent position. He was excused at 9:28 P.M.

A discussion regarding the pending Superintendent search followed.

These minutes were produced from note taken by Mr. Fountain.

Meeting adjourned at 10:01 P.M.

Stacy Schroeder Busby  
School Board Secretary



SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JANUARY 22, 2008

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 22, 2008, in the Teachers' Lounge at Stocker Elementary School. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:05 P.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson and Mr. Fountain. Dr. Mangi was also present. Mr. Ostman arrived later.

Mr. Fountain, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mr. Fountain announced that an executive session had been scheduled to follow this special meeting for the purpose of Reviewing Findings/Orders of Independent Hearing Officers; Personnel: Employment Relationship; Personnel: Problems; Personnel: Position Assignments; Personnel: Compensation and/or Contracts; and Property: Lease/Rental.

Mr. Olson moved that this executive session be held. Mrs. P. Stevens seconded the motion.

Roll call vote. Ayes: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson and Mr. Fountain. Noes: None. Unanimously approved.

Mr. Ostman arrived at 6:06 P.M.

1. Review Findings/Orders by the Independent Hearing Officers

Mrs. Sonya Stephens arrived at 6:07 P.M. and provided Board members with information regarding four expulsions and one early reinstatement request.

Dr. Mangi and Mrs. Stephens were excused at 6:25 P.M.

Mr. Olson moved to concur with the recommendation of the hearing officer with respect to the first expulsion. Mr. Englund seconded the motion. Unanimously approved.

Mrs. P. Stevens moved to concur with the recommendation of the hearing officer with respect to the second expulsion. Mr. Ostman seconded the motion. Unanimously approved.

Mr. Olson moved to extend the length of the third expulsion through the end of the 2009-2010 school year. Mrs. P. Stevens seconded the motion. Unanimously approved.

Mrs. R. Stevens moved to concur with the recommendation of the hearing officer with respect to the fourth expulsion. Mr. Olson seconded the motion. Unanimously approved.

Mr. Olson moved to grant the early reinstatement request. Mrs. P. Stevens seconded the motion. Unanimously approved.

Dr. Mangi returned to the meeting at 6:37 P.M.

2. Personnel: Employment Relationship; Problems; Position Assignments and Compensation and/or Contracts

Dr. Mangi informed Board members of a personnel issue. A discussion followed.

Dr. Mangi presented Board members with a proposed position assignment. A discussion followed.

Board members recessed from the meeting at 7:02 P.M.

Mr. Fountain reconvened the meeting at 8:50 P.M.

3. Lease/Rental

Mr. Finnemore arrived at 8:51 P.M. and provided Board members with information relating to property lease information. A discussion followed.

Mr. Johnston arrived at 9:06 P.M.

Mr. Finnemore was excused at 9:10 P.M.

Mrs. P. Stevens left the meeting at 9:23 P.M.

4. Personnel: Employment Relationship; Problems; Position Assignments and Compensation and/or Contracts

Mr. Fountain updated Board members on the compensation policy/salary schedule for miscellaneous employees.

Mr. Johnston was excused at 9:38 P.M.

Dr. Mangi informed Board members of a pending personnel issue. A discussion followed.

Mr. Fountain gave an update on the pending Superintendent search. A discussion followed.

Meeting adjourned at 9:56 P.M.

Stacy Schroeder Busby  
School Board Secretary

REGULAR MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JANUARY 22, 2008

A regular meeting of the Kenosha Unified School Board was held on Tuesday, January 22, 2008, at 7:00 P.M. in the gymnasium at Stocker Elementary School. Mr. Fountain, President, presided.

The meeting was called to order at 7:09 P.M. with the following Board members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain. Dr. Mangi was also present.

Mr. Fountain, President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District No. 1. Notice of this regular meeting was given to the public by forwarding the complete agenda to all requesting radio stations and newspapers. Copies of the complete agenda are available for inspection at all public schools and at the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

Dr. Mangi presented the Project Lead the Way award.

A presentation was given by Stocker Elementary choir students.

Dr. Mangi presented an Administrative Appointment.

Mrs. P. Stevens moved to appoint Ms. Maria Kotz as Interim Assistant Principal at Tremper High School effective January 28, 2008. Mrs. R. Stevens seconded the motion. Unanimously approved.

Dr. Mangi introduced the Student Ambassadors, Ashley Square and Astasia Square, from Reuther Central High School and they made their comments.

There was no Legislative Report.

Views and comments were expressed by members of the public and Board members made their responses and/or comments.

Dr. Mangi gave his Superintendent's report.

Donations to the District, item XII-D, was pulled from the agenda.

The Board then considered the following Consent-Approve items:

Consent-Approve item XII-A – Recommendations Concerning Appointments, Leave of Absence, Retirements and Resignations as presented in the agenda.

Consent-Approve item XII-B – Minutes of 12/18/07 and 1/08/08 Special Meetings and Executive Sessions, 12/18/07 Regular Meeting and 1/08/08 Special Meeting as presented in the agenda.

Consent-Approve item XII-C – Summary of Receipts, Wire Transfers and Check Registers submitted by Mr. William L. Johnston, Executive Director of Business; Ms. Eileen Coss, Accounting Manager; and Dr. Mangi and excerpts follow:

“It is recommended that receipt numbers CR029319 through CR029650 that total \$377,698.30 be approved.

Check numbers 404362 through 406305 totaling \$7,616,416.42 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated December 6, 17, 20, and 31, 2007 (two (2) deposits) totaling \$1,565,496.46 to US Bank of Milwaukee dated December 17 and 31, 2007 totaling \$563,561.22 and to the Wisconsin Retirement System dated December 28, 2007 totaling \$1,090,301.60 be approved.”

Mr. Olson moved to approve the consent agenda as revised. Mr. Ostman seconded the motion. Unanimously approved.

Dr. Mangi presented the Reuther Central High School/Southwest Library Bookmark Café Partnership submitted by Mr. Daniel Tenuta, Reuther Central High School Principal, and Dr. Mangi, excerpts follow:

“Reuther Central High School would like to enter into a cooperative partnership with the Kenosha Public Library. This partnership would allow our school to operate the Bookmark Café that is located within the Southwest Library. The Bookmark Café was designed to provide a service for the patrons of the Southwest Library and was not intended to be a profit making business. The Bookmark Café has been operating for the past three years. It has been operated by the Kenosha Achievement Center. The Kenosha Achievement Center is no longer interested in continuing the operation of the Café. The Kenosha Public Library would like to have a non-profit organization as a partner for their café. We believe that Reuther Central High School would be a perfect partner.

The Bookmark Café site would allow our school to place students in a “Real Life” work environment. In addition, students would not only get work experience hours, but they would be part of the development of the marketing and business plan for an authentic restaurant. Currently the operation of our Bistro is part of our 11<sup>th</sup> grade Expeditionary Learning Outward Bound program. The Bookmark Café would be a tremendous enhancement to our program.

Over the past several weeks I have had the opportunity to discuss this opportunity with key members of our School District. Issues involving staffing, liability, and funding

have been explored. So far the support for this opportunity has been very positive. A meeting with the administration of the Kenosha Library and Kenosha Unified administration has been held and the Library Board is ready to move forward with a partnership.

At the November 27, 2007, Executive Session Meeting, the Board asked to see a formal business plan that includes financial information to support the request to operate the Bookmark Café.

At its January 8, 2008 meeting, the Audit/Budget/Finance Committee voted to forward the Bookmark Café Business Plan to the full Board for approval.

Administration recommends that the School Board approve the proposal and authorize Administration to enter into a concessionaire agreement for the operation of the Bookmark Café at the Southwest Library.”

Mr. Olson moved to approve the Reuther Central High School/Southwest Library Bookmark Café Partnership. Mrs. P. Stevens seconded the motion. Unanimously approved.

Dr. Mangi presented the 2008-09 Capital Project Plan submitted by Mr. John Setter, Project Architect; Mr. Patrick Finnemore, Director of Facilities; and Dr. Mangi, excerpts follow:

“Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1<sup>st</sup> of each year. This report includes the proposed major maintenance and energy savings projects plans for 2008-09.

The overall major maintenance plan is updated on a regular basis with annual evaluations of each project on the list by the Facilities Department with input from principals and head custodians. This plan includes “place marks” for annual-type projects, which include roof, boiler, asphalt/concrete, and carpet replacements. Each project is prioritized by the Facilities Department based on the priority system detailed in the Board Policy. As a reminder, the highest priority projects are 1A followed by 2A, 1B, and 2B. Capacity related projects required to meet the growing enrollment take precedence over all projects except 1A projects. This report also includes the capacity projects for the 2008-09 school year as required by Board Policy 7210.

The 2008-09 major maintenance plan and energy saving project plan are provided as Attachment 1 to this report. The plans are a continuation of the overall major maintenance plan initiated six and a half years ago, and the energy savings project program started five years ago. The major maintenance plan includes a proposed contingency of \$16,000 or 0.91% of the overall budget. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 2.00% to 4.25% over the past eight years. The proposed contingency is a little on the low side, but we do have \$100,000 set aside for

capacity projects and currently are only aware of the need to spend approximately half of this on additional furniture to address enrollment growth.

This report also includes a projected five-year major maintenance plan, which is Attachment 2 to this report. Years two through five of the five-year plan are provided primarily as an informational item for the Board and for the schools to get a better idea as to when key projects most likely will occur. Obviously, there is less certainty with each year projected out due to all of the unknowns that may affect this plan including budget, aging rates of buildings and equipment, regulatory issues, etc.

This report was reviewed by the Planning, Facilities, and Equipment Committee at their January 8, 2008 meeting and the Committee unanimously approved forwarding it on to the full Board for their consideration.

Administration recommends Board approval of the 2008-09 Capital Project Plan summarized in this report.”

Mr. Olson moved to approve the 2008-09 Capital Project Plan. Mrs. P. Stevens seconded the motion. Unanimously approved.

Dr. Mangi presented the Wisconsin Department of Public Instruction Request to Submit 21<sup>st</sup> Century Community Learning Centers Program Grant Application submitted by Ms. Lautauscha Schell, CLC Project Director; Ms. Pamela Whyte, Jefferson Elementary School Principal; Ms. Elizabeth Sabo, Washington Middle School Principal; Ms. Lisa KC, Grant Elementary School Principal; Ms. Margaret Modory, Lincoln Middle School Principal; Ms. Kim Fischer, Bullen Middle School Principal; Mr. Scott Kenow, EBSOLA Principal; Ms. Teresa Giampietro, McKinley Elementary School Principal; Ms. Sharon Miller, McKinley Middle School Principal; Mr. Scott Lindgren, Coordinator of Athletics, Health, Physical Education, Recreation and CLC; Dr. Edie Holcomb, Executive Director of Curriculum and Instruction Services; and Dr. Mangi, excerpts follow:

“School Board approval is requested to submit the following grants: A three-year competitive grant renewal for continuation of existing 21<sup>st</sup> Century Community Learning Centers at the Edward Bain School of Language and Art; a five-year competitive grants for the following schools which have had previous CLC grant funding and continue to provide CLC programs through user fees as well as a portion of current district grant funds as approved by DPI: Jefferson Elementary, McKinley Elementary, Lincoln Middle, McKinley Middle and Washington Middle School; and a five-year competitive grants to open additional CLC programs at Grant Elementary, Bullen Middle School, and perhaps, Curtis Strange.

Each of these programs will provide after-school safe havens for children and youth, tutoring, and enrichment. The grant strengthens a community mission to create “Healthy Youth and Healthy Communities” asset building activities for children based on this body of research.

The continuing primary partnerships that support these proposals are the Boys and Girls Club of Kenosha, Kenosha Department of Human Services, UW-Extension and

UW-Parkside. Boys and Girls Club provides grant-funded staffing and in-kind administrative and financial support. Kenosha Department of Human Services provides in-kind support for the Childcare Subsidy funding development. UW-Extension provides grant-funded staff development. Additionally, UW-Parkside will provide staff development on an as-needed basis and if the budget permits. Each of the primary partners participates in a CLC Advisory Council. Other community-based organizations offer services to participants in CLCs based on either grant-funding or in-kind contributions.

At its January 8, 2008 meeting, the Curriculum/Program Committee voted to forward the grant to the full Board for approval. Administration recommends that the School Board approve submission of the application for the 21<sup>st</sup> Century Community Learning Center Program three and five year grants and implementation if awarded.”

Mr. Hujik moved to approve submission of the Wisconsin Department of Public Instruction Request to Submit 21<sup>st</sup> Century Community Learning Centers Program Grant Application and implementation if awarded. Mr. Ostman seconded the motion. Unanimously approved.

Dr. Mangi presented the Science Curriculum Adoption Proposal submitted by Mrs. Christine Pratt, Teacher Consultant: K-12 Science; Dr. Edie Holcomb, Executive Director of Curriculum and Instructional Services; and Dr. Mangi, excerpts follow:

“The Kenosha Unified School District No. 1 Board of Education approved the previous kindergarten through twelfth grade science curriculum material adoption plan in May, 1999. Kit-based hands-on curriculum materials were purchased for kindergarten through fifth grade and implemented during the 1999-2000 and 2000-01 school years. Curriculum materials (Glencoe Science Interactions) for grades 6 through 8 were purchased and implemented during the 1999-2000 school year. Due to an immediate need for curriculum materials in newly created high school science classes, some materials were purchased and implemented in fall 1999. The school board approved all other curriculum materials for grades 9 through 12 in May, 2000. Those curriculum materials were implemented in fall 2000.

Work on the current adoption proposal and realigned science curriculum began in fall 2005 and was guided by the District Strategic Plan and Board Policy 6320 - Instructional Program Adoption, Implementation, and Review.

The Science Curriculum Adoption Proposal was approved by the Curriculum/Program Committee at its January 8, 2008, meeting to be forwarded to the Kenosha Unified School District No. 1 Board of Education for approval. Additional information regarding projected numbers for high school courses will be provided to the full Board and Curriculum Committee by memo prior to the January 22, 2008, meeting.”

Mrs. P. Stevens moved to the Science Curriculum Adoption Proposal. Mrs. R. Stevens seconded the motion. Unanimously approved.

Dr. Mangi presented the Dimensions of Learning Payoff submitted by Mr. Johnston and Dr. Mangi, excerpts follow:



The proposal to buyout the contract was discussed at the Audit, Budget and Finance Committee and they agreed that the proposal was in the best interest of the District and Dimensions of Learning. The Committee reaffirmed Administration's recommendation that Dimensions of Learning should continue to pay the principal payment to the District to offset the principal balance buyout made by the District. At the end of the original contract, the District will be repaid 100% of the buyout price.

Administration requests that the Board of Education agree with the Audit, Budget and Finance Committee and use potential year-end funds to acquire the property now, prior to the end of the ten (10) year period. It is also recommended that the Board authorize Board Officers and District Administration to execute any and all documents relating to this transaction."

Mr. Olson moved to use potential year-end funds to acquire the property now, prior to the end of the ten (10) year period, and authorize Board Officers and District Administration to execute any and all documents relating to this transaction. Mr. Hujik seconded the motion. Unanimously approved.

Dr. Mangi presented the 2006-07 Annual Report Card submitted by Ms. Linda Langenstroer, Coordinator of Research; Ms. Renee Blise, Research Analyst; Ms. Sonya Stephens, Executive Director of Educational Accountability; and Dr. Mangi, excerpts follow:

"The 2006-07 Report Card is being submitted by the Office of Educational Accountability to comply with School Board Policy 2110, State Statute 115.38, and the No Child Left Behind (NCLB) Act of 2001. NCLB raises the bar for school districts to demonstrate adequate yearly progress toward meeting the needs of all students. The Kenosha Unified School District (KUSD) is striving to reach academic success for all students in every grade level and is committed to high student performance on all measures of academic achievement.

The Annual Report Card disaggregates the following items by student sub-groups: student enrollment and demographic information, standardized testing, mobility and stability rates, and other performance indicators (including attendance, suspension, retention, truancy, dropout, expulsion, graduation, Advanced Placement, Youth Options, and Mandatory Extended Year Summer School). The report further summarizes student achievement by NCLB objectives and School Board approved academic indicators.

On January 8, 2008, both the Personnel/Policy and the Curriculum/Program Committees accepted the 2006-07 Annual Report Card and recommended that it be forwarded to the full Board for approval. Administration recommends that the School Board Review and accept the 2006-07 Annual Report Card. Furthermore, Administration recommends that the Office of Educational Accountability continue to monitor student achievement related to academic indicators and submit the 2007-08 Annual Report Card to the Board in January of 2009."

Mr. Olson moved to accept the 2006-07 Annual Report card and recommended that the Office of Educational Accountability continue to monitor student achievement related to academic indicators and submit the 2007-08 Annual Report Card to the Board in January of 2009. Mrs. P. Stevens seconded the motion. Unanimously approved.

Dr. Mangi presented the Donations to the District as presented in the agenda.

Mr. Fountain passed the gavel to Mrs. Stevens and moved to approve the Donations to the District as presented in the agenda. Mr. Ostman seconded the motion. Unanimously approved.

Meeting adjourned at 8:42 P.M.

Stacy Schroeder Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD FEBRUARY 11, 2008

A special meeting of the Kenosha Unified School Board was held on Monday, February 11, 2008, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:43 P.M. with the following members present: Mr. Englund, Mrs. R. Stevens, Mr. Hujik, Mr. Ostman and Mr. Fountain. Dr. Mangi was also present. Mrs. P. Stevens was excused and Mr. Olson arrived later.

Mr. Fountain, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mr. Fountain announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Employment Relationship; Personnel: Position Assignments; and Personnel: Compensation and/or Contracts.

Mr. Ostman moved that this executive session be held. Mr. Hujik seconded the motion.

Roll call vote. Ayes: Mr. Englund, Mrs. R. Stevens, Mr. Hujik, Mr. Ostman and Mr. Fountain. Noes: None. Unanimously approved.

Personnel: Employment Relationship; Position Assignments; Compensation and/or Contracts

A candidate arrived at 6:45 P.M. and responded to Board members' questions regarding the Superintendent position.

Mr. Olson arrived at 8:11 P.M.

The candidate was excused at 8:40 P.M.

A discussion regarding the pending Superintendent search followed.

These minutes were produced from notes taken by Mr. Fountain.

Meeting adjourned at 9:17 P.M.

Stacy Schroeder Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD FEBRUARY 12, 2008

A special meeting of the Kenosha Unified School Board was held on Tuesday, February 12, 2008, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:40 P.M. with the following members present: Mr. Englund, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain. Dr. Mangi was also present. Mrs. P. Stevens was excused.

Mr. Fountain, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mr. Fountain announced that an executive session had been scheduled to follow this special meeting for the purpose of Reviewing Findings/Order by Independent Hearing Officers; Personnel: Employment Relationship; Personnel: Problems; and Personnel: Position Assignments.

Mr. Olson moved that this executive session be held. Mr. Englund seconded the motion.

Roll call vote. Ayes: Mr. Englund, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain. Noes: None. Unanimously approved.

1. Review of Findings/Order by Independent Hearing Officers

Mrs. Sonya Stephens arrived at 5:42 P.M. and provided Board members with information regarding three expulsions.

Dr. Mangi and Mrs. Sonya Stephens were excused at 5:47 P.M.

Mr. Olson moved to concur with the recommendation of the hearing officer with respect to the first expulsion. Mr. Hujik seconded the motion. Unanimously approved.

Mr. Olson moved to concur with the recommendation of the hearing officer with respect to the second expulsion. Mr. Hujik seconded the motion. Unanimously approved.

Mr. Olson moved to concur with the recommendation of the hearing officer with respect to the third expulsion. Mrs. R. Stevens seconded the motion. Unanimously approved.

Dr. Mangi returned to the meeting at 5:50 P.M.

2. Personnel: Employment Relationship; Problems; and Position Assignments

Dr. Mangi presented Board members with a personnel issue and a discussion followed.

Meeting adjourned at 6:03 P.M.

Stacy Schroeder Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD FEBRUARY 16, 2008

A special meeting of the Kenosha Unified School Board was held on Saturday, February 16, 2008, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 8:14 A.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Olson and Mr. Fountain. Dr. Mangi was also present. Mr. Hujik and Mr. Ostman were excused.

Mr. Fountain, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mr. Fountain announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Employment Relationship; Personnel: Position Assignments; and Personnel: Compensation and/or Contracts.

Mr. Olson moved that this executive session be held. Mrs. P. Stevens seconded the motion.

Roll call vote. Ayes: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Olson and Mr. Fountain. Noes: None. Unanimously approved.

Personnel: Employment Relationship; Position Assignments; Compensation and/or Contracts

Board members discussed the status of the pending Superintendent search.

These minutes were produced from notes taken by Mr. Fountain.

Meeting adjourned at 9:17 A.M.

Stacy Schroeder Busby  
School Board Secretary

*This page intentionally left blank*

Kenosha Unified School District No. 1  
Kenosha, Wisconsin  
Summary of Receipts, Wire Transfers, and Check Registers  
February 26, 2008

	From	To	Date	Amount
--	------	----	------	--------

**Receipts:**

Total Receipts	CR029651	CR030054	12/21/2007 - 1/31/2008	\$ 367,575.04
----------------	----------	----------	------------------------	---------------

**Wire Transfers from Johnson Bank to:**

First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			January 3, 2008	1,207,038.86
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			January 16, 2008	116,611.32
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			January 17, 2008	1,207,692.55
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			January 22, 2008	19,292.09
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			January 30, 2008	1,248,916.45
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			January 31, 2008	113,360.09
US Bank of Milwaukee	<i>(for state payroll taxes)</i>		January 15, 2008	284,804.87
US Bank of Milwaukee	<i>(for state payroll taxes)</i>		January 30, 2008	272,607.26
Wisconsin Retirement System			January 31, 2008	1,209,098.87
Total Outgoing Wire Transfers				<b>\$ 5,679,422.36</b>

**Check Registers:**

General	406306	406307	January 9, 2008	745.98
General	406308	406463	January 11, 2008	1,259,617.11
General	406464	407053	January 18, 2008	4,161,019.37
General	407054	407058	January 22, 2008	13,329.70
General	407059	407064	January 25, 2008	51,703.09
General	407065	407323	January 25, 2008	704,082.42
General	407324	407432	January 30, 2008	4,290.01
General	407433	407451	February 1, 2008	4,140.80
General	407452	408047	February 1, 2008	2,001,950.24

Total Check Registers	<b>\$ 8,200,878.72</b>
-----------------------	------------------------



## **Administrative Recommendation**

It is recommended that receipt numbers CR029651 through CR030054 that total \$367,575.04 be approved.

Check numbers 406306 through 408047 totaling \$8,200,878.72 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated January 3, 16, 17, 22, 30, and 31, 2008 totaling \$3,912,911.36 to US Bank of Milwaukee dated January 15, and 30, 2008 totaling \$557,412.13 and to the Wisconsin Retirement System dated January 31, 2008 totaling \$1,209,098.87 be approved.

Dr. Joseph T. Mangi  
Interim Superintendent of Schools

William L. Johnston, CPA  
Executive Director of Business

Eileen Coss  
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

February 26, 2008

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Cherry Corporation donated \$2,000.00 to Lakeview Technology Academy.
2. Peter and Kathleen Clouthier donated \$150.00 to Indian Trail Academy to Officer Wamboldt's program to stop violence and drugs in schools.
3. Ken Abram donated a used 15" Dell color monitor valued at \$50.00 to Kenosha Unified School District.

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 3280, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

Joseph T. Mangi  
Interim Superintendent of Schools

*This page intentionally left blank*

KENOSHA UNIFIED SCHOOL DISTRICT NO.1  
Kenosha, Wisconsin

February 26, 2008

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION  
ALCOHOL AND OTHER DRUG ABUSE PROGRAM GRANT**

School Board approval is requested to submit and implement a three-year Alcohol and Other Drug Abuse Program for the 2008-2011 school years. The District has applied and received funding in this area since 1990. This grant is available to districts to strengthen alcohol and other drug abuse and prevention programs. The grant is developed around the framework of Search Institute's Forty Developmental Assets that complement the District's Lifelong Learning Standard and directly correlates with Strategies I, IV, V, and VII of the Strategic Plan.

**Grant Title**

Alcohol and Other Drug Abuse State Program Grant

**Funding Source**

These funds originate from the state budget. They are all allocated to the Department of Public Instruction for the coordination of Alcohol and Other Drug (AOD) competitive awards.

**Grant Time Period**

July 1, 2008 – June 30, 2009

July 1, 2009 – June 30, 2010

July 1, 2010 – June 30, 2011

**Purpose**

The goal of the grant proposal is to strengthen and expand the District's current alcohol, tobacco, and other drug abuse (ATODA) and violence prevention program. The grant emphasis includes middle school prevention education and transition, transition into high school, parent education, student peer programs, and AOD staff core issues training.

The following two factors are essential to strengthen and further develop a comprehensive District-wide prevention program that directly correlates to the Strategic Plan: A) Connect the ATOD District-wide prevention program with lifelong learning practices, 40 Developmental Assets in children and youth, and early intervention/education community programs, and B) Build capacity in the parent education, training and leadership program.

## **A) Building Assets: A Framework for Healthy Youth Development**

This component of the grant will focus on strengthening prevention efforts with students in grades K-12. Project Alert, a research-based prevention program for students in grades six and seven, will be strengthened with additional training and updated curriculum provided. Three AOD curriculum lessons will be developed for the eighth grade health classes to support Project Alert. Student peer programs will be strengthened in four of the six high schools, with the fourth high school expanding their established program. The ninth grade transitional coaches program will focus on building capacity in three high schools. Educational classes will be provided to students who violate the AOD policy.

### **GOAL I**

Increase positive healthy patterns that will build and strengthen assets and develop lifelong learning practices in adolescents.

- Train staff to deliver Project Alert in grades six and seven with updated curriculum.
- Inventory and distribute needed materials to all sixth and seventh grade teachers.
- Develop eighth grade AOD curriculum lessons that will be delivered in the eighth grade health classes, to reinforce Project Alert.
- Build and strengthen the Students Against Destructive Decisions (SADD) peer groups in four high schools.
- Assist in developing a connection between home and school for the Bradford Freshman Academy that focuses on providing connections and opportunities for the parents and their ninth grade students.

### **GOAL II**

Build and strengthen social competencies, such as planning and decision-making, interpersonal competence, cultural competence, resistance skills, and peaceful resolution.

- Further develop the Freshman Transitional Coaches Program for ninth grade students.
- Train students that are currently juniors or seniors in high school to be coaches in the Freshman Transitional Coaches Program.
- Provide training to students and staff on AOD prevention education, bullying and harassment, safety issues, and violence prevention.

### **GOAL III**

Further develop prevention and early intervention education for students.

- Provide Prime for Life after-school education classes to support prevention/intervention efforts.
- Train identified staff to help support redirected AOD program implementation due to staff reductions.

### **B) Strengthening Assets: Empowering Parents to Make The Difference**

This component is a site-based parent driven program that includes education, skill development, interactive curriculum lessons, training seminars, workshops, leadership development, parent team training, and key publications that enhance everyday parenting skills and knowledge. The comprehensive program directly links to Strategies I, IV, V, and VII of the District's Strategic Plan.

#### **Goal I**

To further develop and strengthen the site-based parent driven programs through education series, training, and workshops.

- Strengthen the Chat & Chew Programs, a parent education series that includes interactive presentations, which address communication, anger management, violence prevention, and alcohol and other drug prevention education (AOD), specific information on curriculum, and key safety issues.
- Design and implement the Families and Schools Together (FAST) Program, an exemplary research based program, at one elementary school. FAST is an intervention program designed to build protective factors for children, to empower parents to be the primary prevention agents for their own children, and to build supportive parent-to-parent groups. This is an eight-week series, which is followed up by monthly family meetings for two years.
- Expand a five-week research-based series for parents with children in PreK – grade 2 to include Spanish-speaking parents. This program is designed to help parents develop a positive home learning center, a home learning routine, effective communication techniques, and strategies to strengthen their child's skills, and methods to teach new skills.
- Build capacity with the Evening With The Counselors, a program for parents and their high school students, that includes sharing information, career planning, problem solving, decision making, lifelong learning and career and educational opportunities beyond high school.
- Establish the research-based Family Guide to Second Step: Parenting Strategies for a Safer Tomorrow six-week series for parents of children in preschool through grade 5. The series is designed to support schools that

have implemented the Second Step program in elementary classrooms. The curriculum is designed to reduce aggressive and impulsive behavior patterns in children.

**GOAL II**

Build parent leadership development and training capacity.

- Further develop a parent-to-parent leadership-training program for parent groups prior to the academic school year.
- Coordinate an all-day training for Parent Network Organizers of each school prior to the school year.
- Strengthen a four-week training for parents that address behavior management, discipline issues, problem solving and strategies to manage manipulative behavior patterns in children.

**GOAL III**

Enhance parent resources that will increase communication between parents and their children’s school and community.

- Publish three parent resources, K-5, 6-8, and 9<sup>th</sup> Grade which will:
  - Provide parents with knowledge of the Wisconsin Developmental Guidance Model competencies that have been incorporated in the District’s Lifelong Learning Standards.
  - Share information about community events and programs that benefit positive child and family development.
  - Equip parents with knowledge, strategies, and techniques that enhance their role as parents.
  - Relate information to parents on the District’s Strategic Plan.
  - Partner with Children’s Hospital of Wisconsin to bring health and household safety information to parents of children in grades K-8.

**Number of students served: 22,482**

**Relationship to District Strategic Plan and Goals**

This grant directly relates to the District’s Strategic Plan, and the Standards and Benchmarks to improve school attendance and academic performance. Search Institute’s “Forty Developmental Assets” and the Lifelong Learning Standards will be integrated into training and educational sessions.

**Budget**

<b>Classification</b>	<b>Object</b>	<b>Amount</b>
Support Services	Salaries	\$ 76,245
	Fringes	\$ 13,000
	Purchased Services	\$ 35,000

	Non-Capitol Objects	\$ 11,359
Indirect Cost		\$ 4,396
	<b>Total</b>	\$140,000

**District Resources Committed as a Result of the Acceptance of these Funds**

No District resources are required to be committed if this grant is awarded. A twenty-percent in-kind match must be documented by the District and kept on file. The existing Safe and Drug Free Schools and Communities Program Office is required to coordinate the program.

**Relationship to District Budget**

The grant covers items above those offered in the District budget.

**Evaluation Plan**

- C) The process and outcome approaches will be used in determining the extent to which the goals and activities have been met. The data from the 2005 Search Institute’s Profile of Student Life: Attitudes and Behaviors survey will be used as a baseline to assess the effectiveness of the objectives in Component A: Building Assets: A Framework for Healthy Youth Development. On-going assessment and quality improvement will take place through the ninth grade Transitional Peer Coaches Program, peer and administrative observation/coaching, and student-faculty-parent written evaluations. Student evaluations from the Prime for Life education program will be reviewed for effectiveness. Component B: Strengthening Assets: Empowering Parents to Make The Difference will collect data through written and verbal evaluations of the parent education programs. Two research-based programs will do a pre and post survey/test to provide evidence of knowledge and skills gain through the programs. Parent Network Organizers will meet to review and provide input on the effectiveness of current programs. Evaluations, numbers and ethnicity of participating individuals at each site, childcare data, and effectiveness of program will be reviewed. Parent publications will have an end-of-the-year evaluation included in the last newsletter. Verbal interviews, along with focus groups of both attendees and presenters will help to determine the impact of the parent education program and guide future program planning. The Healthy Communities Healthy Youth of Kenosha County Steering Committee will review the progress of the AODA Program Grant.

**Type of Project**

This is a competitive grant.



### **Staff Persons involved in preparation of application**

Joseph Kucak, Coordinator of Student Support  
Patricia Demos, Community School Relations Manager  
Floyd Asonwha, Prevention Specialist  
Tiffany Norphlet, Prevention Specialist  
Gina Fisher, Bradford High School SAIL Counselor  
Art Preuss, Indian Trail Academy Counselor  
Jane Snediker, Roosevelt Elementary School Teacher  
Joan Cates, Bose Elementary School Teacher/Parent Educator

### **Recommendation**

At its February 2008 meeting, the Curriculum/Program Committee voted to forward this grant to the full Board. Administration recommends that the Board approve the request to submit and implement the Alcohol and Other Drug Abuse State Program Grant for the 2008-2011 school years.

Dr. Joseph Mangi  
Interim Superintendent of Schools

Kathryn Lauer  
Director of Special Education

Joseph Kucak  
Coordinator of Student Support

Patricia Demos  
Community School Relations Manager

KENOSHA UNIFIED SCHOOL DISTRICT NO.1  
Kenosha, Wisconsin

February 26, 2008

**Strategy I: Communication Protocols**

Strategy I from the District's Strategic Plan states: "We will create a climate that fosters trust, communication, and involvement to improve the working relationship among the Board, the administration, families, staff and the community". From this strategy there were seven specific results and action plans developed. The Strategy I Implementation Team addressed the first two result statements addressing internal and external communication. This team is comprised of a diverse group of district administrators, staff, support personnel, parents, and community members. Their area of expertise is varied and widespread to include representation from K-12 education, post secondary education, District Central Office, parent/guardian/caregiver, non-profit agencies, law enforcement, clergy, and retired citizens.

In December 2006, Family Friendly Schools, under the direction of Dr. Steve Constantino, conducted a communication audit. Approximately 675 participants engaged in 70+ focus groups. The groups were comprised of district staff, community members, and representation from healthcare, post secondary, non-profits, business, clergy, and law enforcement. Key findings and recommendations from the communication audit assisted the Implementation Team in developing communication protocols. District personnel also provided input into the development of the internal communication protocols. Samples of communication protocols were researched and reviewed from format and content.

The Action Plan 1.1 Specific Result states: "Establish standard communication protocols for the District." The Implementation Team has completed the following Action Steps that are directly related to establishing District Communication Protocols:

- 1.1.3 Establish minimum internal communication standards (e.g. common format, appropriate English, timelines of response, etc.)
- 1.1.4 Establish minimum external communication standards.
- 1.1.5 Research best practice communication models.
- 1.1.6 Create level-specific communication models based on best practices (e.g. elementary, middle and high school).

The Action Plan 1.2 Specific Result states: "Implement standard communication protocols for all schools and departments". The Specific Action Steps to complete this process include:

- 1.2.1 Assess the current state of communications within each school and District department.
- 1.2.2 Establish communication plans based on the District standards and the appropriate model.
- 1.2.3 Incorporate communication plans.

- 1.2.4 Notify schools and departments of expected communication standards and required skills.

The Superintendent of Schools will notify all District employees of the expected communication standards and required skills upon approval of the Board of Education in the spring of 2008. The Implementation Team members will be available to assist individual schools and District departments to develop a plan to implement the District communication standards by February 2009.

**Recommendation:**

At its January 22, 2008 meeting, the PR/Goals/Legislative Standing Committee reviewed the protocols and it was suggested that verbiage from the Student Enrollment Form regarding notice and release for use of student work and class projects on the television/Internet be included in the protocols (see Protocols L:1.a-c) and there was no objection. The Committee moved to forward the Communication Protocols to the full Board of Education at its February 26, 2008 meeting. Administration recommends that the Board approve implementation of the Communication Protocols as presented.

Dr. Joseph T. Mangi  
Interim Superintendent of Schools

Patricia Demos  
Community School Relations Manager  
Co-Chair Strategy I

Brian Edwards  
Mahone Middle School Principal  
Co-Chair Strategy I

# KENOSHA UNIFIED SCHOOL DISTRICT NO.1

## COMMUNICATION PROTOCOLS

### Strategy I

We will create a climate of mutual respect that fosters trust, communication and involvement to improve the working relationship among the Board, the administration, families, staff and the community.

Internal and external communications are critically important to establishing and building relationships that foster trust, communication and involvement which strengthens and improves student achievement. Thoughtful and credible communication builds and strengthens relationships that impact the student-learning environment.

Effective strategic communication assists in conveying meaningful information, useful data, and relevant knowledge throughout Kenosha Unified School District No.1. To achieve this, all district personnel must be committed to communication that is:

- accurate
- honest
- time sensitive
- respectful and
- shaped by the needs of the intended receivers.

All communication should relate effectively to appropriate internal and external stakeholders. It is important for district personnel to provide communication that is positive and proactive in direction, which moves the District forward in achieving its goals for student learning.

#### **I. EXTERNAL COMMUNICATION PROTOCOLS**

All external communication will be documented using a variety of formats (Example-office binders, email folders, logs, attendance sheets at Open House).

- A. **PERSONAL CONTACT:** All staff is encouraged to build effective two-way communication practices with every student's family.
1. Elementary - During the month of September, teachers will have a minimum of one personal contact with the family of every student assigned to their classroom. Families who do not attend Open House will receive a follow-up phone contact by the classroom teacher.
  2. Middle School – During the month of September, each house will have a minimum of one personal contact with the family of every student assigned to their house. Families who do not attend Open House will

receive a follow-up phone contact by one of the house teachers. All middle school teachers will send a class syllabus with a letter at the beginning of every course.

3. High School – At the beginning of each course, teachers will send a letter home with a class syllabus to the family of every student in their classroom.
4. Elementary and Middle School – All teachers will have a minimum quarterly contact with parent, guardian, or caregiver of students in their classroom.
5. All Open House attendance and data regarding personal contacts will be documented with a form provided by the Community School Relations Manager. Documentation will be turned into the school's main office at the end of the semester. At the end of the school year, the information will be forwarded to the Community School Relations Manager so that the No Child Left Behind yearly reporting data requirements are completed for the District.

B. PHONES/VOICEMAIL/BUZZER SYSTEMS: Every main office in a school will have a minimum of two phone lines. Each school and department will have a courteous and consistent greeting for incoming calls, voicemail, and buzzer systems. Each school building and department will create its own message.

1. One phone, with voice mail, will be designated for attendance.
2. One phone will be designated as the main number for the school and will also have voicemail.
3. A standard welcome message will be developed for use of voice mail, answering the phone, and responding to an outside buzzer system. All school office personnel will respond with the friendly welcome message.
4. All voicemail requests will have a response by the end of the next business day.

C. NEWSLETTERS: School newsletters are an essential source of information for parents, guardians, or caregivers. It is important that District schools provide pertinent information.

1. Every elementary school will have a monthly parent newsletter.
2. Every middle and high school will have at a minimum a quarterly newsletter.

3. Every school will designate an individual responsible for writing the school newsletter.
  4. A District template will be provided.
  5. Each school newsletter will include:
    - a. a consistent visual design
    - b. the District's non-discrimination statement
    - c. contact information for the main school office, attendance, administration and counselor(s)
  6. All schools will provide a copy of their school newsletter to the Office of Communication ([pr@kUSD.edu](mailto:pr@kUSD.edu)) and Channel 20 ([KUSD20@kUSD.edu](mailto:KUSD20@kUSD.edu)).
- D. WEBSITE: The website is an important vehicle in providing information to parent and non-parent community residents. It is crucial to maintain the District and individual school websites and keep them current so that the public is aware of activities, events, and issues pertaining to the educational system.
1. Every school will designate an individual responsible for updating the website.
  2. The District Community/Family link will have current enrollment emergency forms and the District's Parent Involvement Policy.
  3. Easy and clear instructions are available to the public on how to access other information on the District's website.
  4. Every school will update its website to post PTA/PTO meeting times, dates, and location. Contact information will be provided. Agendas and minutes of parent meetings will be kept in a binder in the main office.
  5. All schools have important dates posted.
  6. All schools will have a link to the enrollment and emergency forms.
  7. Daily announcements will be available on a list serve basis.
  8. Every school and the Educational Support Center will have a computer station for family use.
- E. E-MAIL: The Internet is another tool to provide two-way communication between a child's school and their home. While this is recognized as very useful, it is also noted that not all families have access to the Internet and other forms of communication are necessary to provide information to all families.
1. The Office of Communication provides an annual in-service for proper email etiquette for district employees.
  2. A large amount of information in email will be sent as an attachment.
  3. All e-mail signatures should include the sender's name, title,

and contact information.

4. When an employee is responding for another employee, he/she indicates, "On behalf of" and indicates to whom the recipient should respond.
5. Out of office response is used when an employee is on a planned absence.
6. All emails will be responded to by the end of the next business day.
7. All teachers will check their emails daily.
8. All emails are public records. All employees will respect emails received through the District email system and understand that the email is sent to an individual or individuals. To forward an email, out of courtesy, District employees should receive the approval of the sender before forwarding an email.

- F. **SIGNAGE:** It is important to identify key areas in each school for parents and community members. Every school will have a sign, which states, "Welcome! Please sign in. We are a family friendly school where our community supports academic achievement for all students." The District Rule for School Visitors Policy #1600 states:

"Parents/guardians/caregivers and other members of the public who wish to visit a school or classroom during the school day will be asked to first report to the school office. Upon approval by the building principal or designee, such visitors will be permitted to observe the operation of the school or classroom instruction."

1. All schools will identify the school's main entrance in English and Spanish.
2. All schools will identify the main entrance, the athletic and fine arts entrance, and main office.
3. Each school will have a set of questions to ask visitors entering a building. For example, the sign will state: Welcome, you will be required to give your name and purpose of visiting the school. The person will then be asked to proceed to the main school office to sign in.
4. All schools will provide a sign-in and out form for visitors in the main office. All visitors are required to sign in and out.

- G. **CHAPERONES:** Volunteer chaperones play an important role on field trips, at school events and impact the environment of the school. To ensure the safety of our students and staff, volunteers are required to follow certain procedures before volunteering.

1. All volunteers must have an approved background check on file.
2. Each school should clearly articulate chaperones' responsibilities prior to the field trip or school activity.

H. TRANSLATION SERVICES: It is important to provide pertinent District information to non-English speaking parents. District Policy #1212- Non-English Language Version Printed Materials and Rule #1212 reads:

“Based on the belief that core to the successful education of any student is open dialogue, inclusion and communication with the family. The District will translate any document that meets the District’s prescribed diversity ratio requirements and requires parental/guardian signature and relates to the health, welfare, and safety of a student for every non-English speaking parent/guardian of students in the District.”

Rule: Non-English Language Version Printed Materials

1. Student policies and rules (series 6000) as well as relevant academic and instructional policies and rules (Series 5000) generated at the District level shall be available in non-English language versions for all minority populations exceeding 5% of the total student District population.
2. Informational handouts, students’ handbooks, and notices of community and school activities generated at the site level shall be available in non-English language versions for English Language Learners (ELL) specific populations exceeding 3% of the total student enrollment of the site.
3. Schools that meet the 3% ELL criterion shall establish guidelines for library material purchases of non-English Language materials.
4. Schools that meet the 3% ELL criterion and participate in book fair fundraisers shall offer non-English language materials as available.
5. If the school ratio is less than 3% reasonable effort will be made to connect non-English speaking parents with appropriate resources.

All pertinent District information will be translated into Spanish through the Office of Communications. Each school is responsible for notifying families of locations where translation services are available.

I. SCHOOL FAMILY CALENDAR: The Office of Communications will coordinate the design, printing, and distribution of the yearly family calendar.

J. DISTRICT FAMILY INVOLVEMENT POLICY: The policy will be posted on the website and sent home to parents on a yearly basis.

K. THE PARENTS RIGHT TO KNOW INFORMATION: The district will notify parents of the “Parents Right to Know” information yearly as required by the federal No Child Left Behind Act.



L: MEDIA COMMUNICATION

1. Notice and Release – Student, Student Work, and Class Projects on Television/Internet: The Kenosha Unified School District No.1 provides the following information on all students’ enrollment forms. Parents are required to sign the release form before use is permitted of any student, student work, and class projects on television/internet.
  - a. “I hereby grant the Kenosha Unified School District No.1 the non-profit use of the original or reproduction of any of the written, oral, or visual results of my child’s classroom assignment or project. This release will permit the District to display, reproduce, publish, or distribute the classroom/project results for any purpose.
  - b. I hereby permit the Kenosha Unified School District No.1 the non-profit use of the child’s name, voice, likeness, and Directory data information in connection with its television production, promotion, and cable casting on its local access cable television station and Internet system. The appearance/information may be reproduced and edited for use in other productions and mediums.
  - c. I hereby permit students enrolled in and attending accredited postsecondary institutions, and approved to serve as student teachers or in other student internship capacities, to use examples and samples of my child’s assignments, projects, or other works, or video tapes or other recordings, as evidence toward fulfillment of student teacher/internship requirements.”
  
2. Newspaper/Radio/Television: The Office of Communications, schools and/or departments, will disseminate news releases about events/activities/programs to local and area media on a fair and impartial basis.
  - a. The Office of Communications will develop and provide a template to all schools for news releases from the school to media. All schools will use the template to develop news releases.
  - b. All school news releases will have the approval of the principal before submitting to the Office of Communications.
  - c. All schools will have a designated individual to work as a liaison between the school and the Office of Communications.
  - d. Emergency information will receive high priority and be released promptly.
  - e. All publications and releases, excluding school newsletters, intended for public dissemination must first be reviewed and approved by the Office of Communications. The

Office of Communication will respond to the approval request by the end of the next business day.

3. E-MAIL: All correspondence will be essential to the operation of the school and written professionally.
  - a. High priority email, in the subject area, should indicate, “Please respond by....”
  - b. All Board of Education meeting agendas will be sent on a list serve basis.
  - c. All Board of Education Committee meeting agendas will be sent on a list serve basis.
  - d. Summary notes of the Board of Education meetings will be sent to the list serve within forty-eight hours.
  - e. Summary notes of the Board of Education Standing Committee meetings will be sent to the list serve within forty-eight hours.

#### M. MARKETING

1. The PR/GOALS/LEGISLATIVE Standing Board of Education Committee will develop, in cooperation with the District’s Internal Communication Team, a marketing plan on an annual basis.
2. The annual District Marketing Plan will include:
  - a. Information and support, which will strengthen the direction of the District.
  - b. A procedure that will engage individuals to build a constituency so that the District’s Mission and Strategic Plan is supported and promoted.

## II. INTERNAL COMMUNICATION PROTOCOLS

Effective internal communication is important both substantively and symbolically. It is important substantively because it helps to create an organizational culture of trust, shared purpose, and mutual accountability. It is important symbolically because it helps to develop confidence in the public school system.

#### A. E-MAILS:

1. High priority email, in the subject area, should indicate, “Please respond by....”
2. All Board of Education meeting agendas will be sent via a list serve.
3. All Board of Education Committee meeting agendas will be

sent via a list serve.

4. Summary notes of the Board of Education Standing Committee Meetings will be sent to the list serve within forty-eight hours.
5. Explanations pertaining to decisions including but not limited to classroom instruction, policy, and safety issues will be sent to appropriate users, by the responsible District administrator, within a week of the Leadership Council meeting.
6. All Board of Education Administrative, Supervisory and/or Technical appointments will be sent out via a list serve immediately following the Board of Education meeting when the appointment is announced.

B. COMMUNICATION ETHICS:

1. All employees will understand the District's Organizational Chart and communicate in accordance with the chart (Appendices A).
2. Confidentiality will be respected.
3. All employees will respect emails received through the District email system. To forward an email, out of respect, District employees should receive the approval of the sender before forwarding an email.

C. STAFF IDENTIFICATION

1. Either Facilities Services or the School building will provide new employees with a photo ID.
2. All employees will wear a photo ID during the school day and at all school sponsored events.
3. Every district employee must sign in and out when visiting a school that is not his/her assigned building.

D. STAFF COMMUNICATION

1. When generating an e-mail for their supervisor, secretaries must state "On behalf of." If a response is required, the e-mail should state to whom the response should be addressed.
2. An annual reminder on email etiquette is required.
3. All staff will annually review the District's Communications Protocol.
4. During the school year, principals are responsible for a weekly bulletin to the staff. The bulletin should include:
  - a. Calendar of events for the next two weeks.
  - b. Relevant information that pertains to the efficient management of school and District operations.
  - c. Electronic bulletins are encouraged

5. All schools will provide a copy of their school newsletters to the Office of Communication ([pr@kUSD.edu](mailto:pr@kUSD.edu) and Channel 20 at [KUSD20@kUSD.edu](mailto:KUSD20@kUSD.edu)).

E. FACE-TO-FACE COMMUNICATION:

1. Face-to-Face communication is preferred whenever possible.
2. ESC Personnel will frequently visit the buildings/departments that they supervise.
3. Principals will frequently conduct an informal walk through of classrooms.
4. Principals will be visible to students and staff daily.
5. All district employees will communicate with respect, honesty, courtesy, understanding, and professionalism.
6. All personnel will be culturally competent in their communication.

F. PHONE CALLS:

1. All Administrators, Supervisors, and Technical personnel will have access to direct lines and cell phones for Educational Support Center Office personnel and principals.
2. An annual directory will be published that includes the administrative, supervisory, and technical name, department, position, and secretarial contact.
3. All Educational Support Center Administrative, Supervisors, and Technical personnel and principals will answer their phones in the office when secretaries are not available.

G. WRITTEN CORRESPONDENCE AND CONTACT INFORMATION

1. The Office of Communication will provide a standard template for a memo form for internal communication.
2. Everyone's signature block will include: 1) Name, 2) Title, 3) E-mail address, 4) Address, 5) Phone number, and 6) Fax number.
3. If written communication is appropriate, memos will be used only for internal communication (Appendices B). When external written communication is used, it should be in letter format (Appendices C).
4. E-mail may be used for both internal and external communication.
7. Proper grammar, punctuation, and sentence structure will be used at all times.
6. The Office of Communication will develop District and school stationery.

H. NEW STAFF COMMUNICATION TRAINING:

Professional Development will coordinate Cultural Competency and Communication Training for new District staff.

The Communication Training will include; 1) Email etiquette, 2) Customer service training for answering the phone, conducting face-to-face contacts, and responding to the outside buzzer, and 3) All new staff will be required to participate in a customer service training.

I. NEW STAFF INFORMATION:

1. Every school will develop an informational staff binder that includes school program information, building procedures, blood borne pathogens, policies, technology, Chamber of Commerce Information, Kenosha Activities, Staff ID, Student Handbook, crisis response, discipline expectations, contact numbers, and a check list for new staff. Schools will develop their own individual information packet with a sample from the Office of Communication.
2. The District will provide an informational packet for all new staff members that include benefits, sub-finder, orientation agenda, HR Handbook, New Teacher's handbook, and District contact numbers. The Office of Human Resource will develop the District packet.
3. The Office of Communication and Human Resource will develop and distribute an informational packet to all administrators. The packet will include benefits, vacations, meetings, timelines, school calendar, and department contact names and phone numbers as well as individual school principal's name(s) and phone number(s).

J. DISTRICT NEWSLETTER

1. Each District department will be responsible for submitting Fast Facts for inclusion into the monthly District newsletter developed by the Office of Communication.
2. This monthly District internal newsletter will be provided electronically to all users.

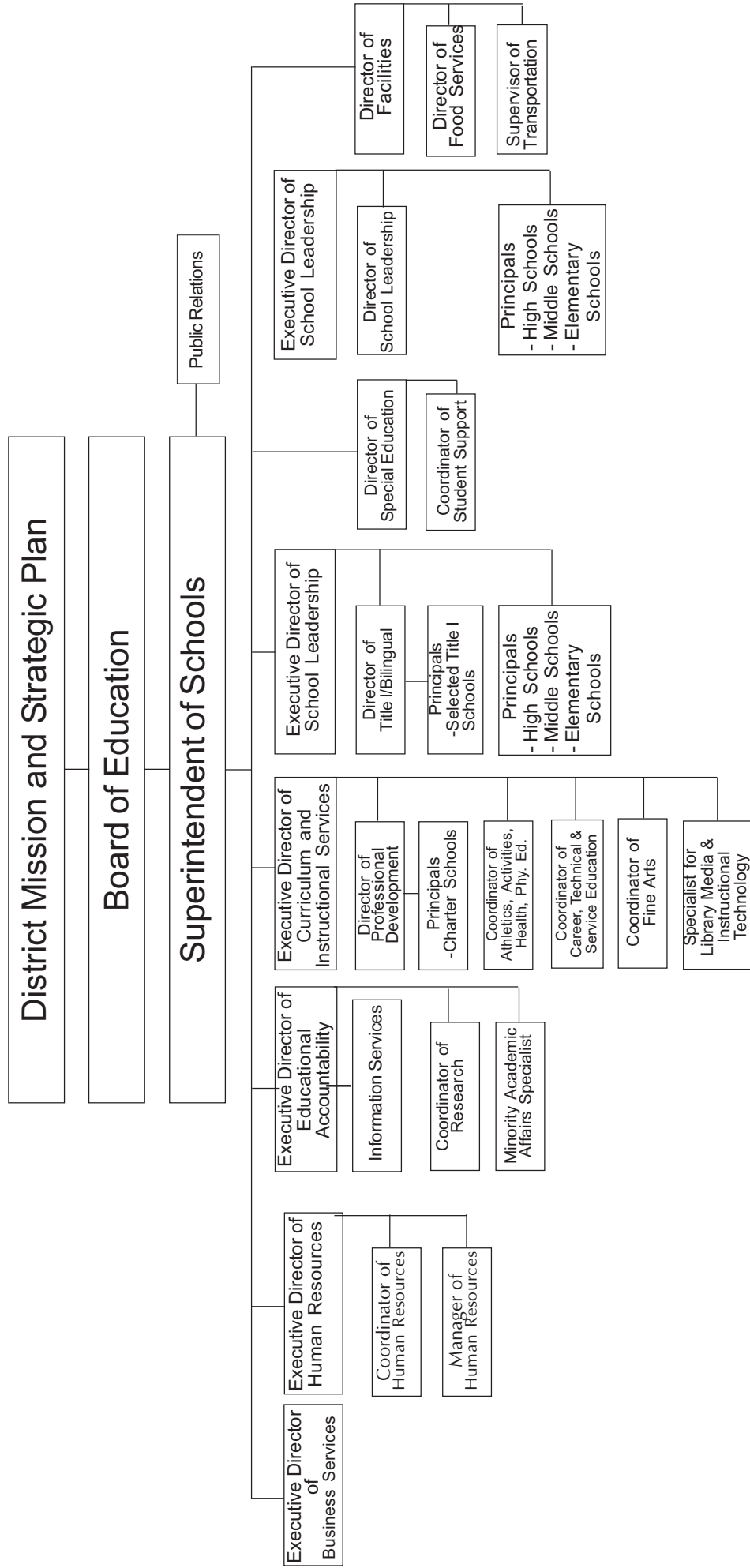
K. MEETINGS

1. All meetings will start and end on time.
2. Electronic devices will be turned off during meetings.
3. Every school and District department will develop ground rules . See appendices for example (Appendices D).

L.     MARKETING

1.     Every school will develop a plan for a year-round marketing program that includes effective two-way communication.
2.     The plan will be submitted to the Office of Communication.
3.     The Office of Communication will coordinate a school marketing training as needed for school personnel.

# Kenosha Unified School District No. 1 Organizational Chart



# APPENDICES B



## MEMORANDUM

---

Kenosha Unified School District No.1  
NAME OF DEPARTMENT

## SAMPLE OF MEMO STYLE

### **Preferred style on school/department letterhead is:**

To: All Employees

From: Superintendent

Re: Style Guides

Date: September 30, 2007

**Memoranda:** Preferred Style is Full Block as this is the most streamline style.

**Fonts:** The preferred fonts include: Times Romans and Arial in 12-point font size.

### **Effective Communications include:**

- 1) A clear and concise message that is meaningful and understood by the receiver.
- 2) The memorandum should be timely.
- 3) All memorandums should have appropriate contact information as indicated in the protocols.



## APPENDICES C

### SAMPLE OF LETTER STYE

**STATIONARY HEADING:** The District stationary or school stationary should be used for all letters.

**Style:** Full Block style should be used. Sample below:

Date

Address

Salutation

Content of letter

Signature: Sincerely,

Individual's name and title

**Fonts:** The preferred fonts include Times Roman and Arial. The font size is 12-point.

## APPENDICES D

### SAMPLE OF GROUND RULES

1. End on time/early
2. Start on time
3. No cell phones/Blackberries
4. Provide refreshments – snacks
5. Make sure topic for group is relevant
6. Contribute to small group interactions
7. Respect the presenter and other participants
8. Follow-up provided after meetings
9. Attendance is mandatory unless otherwise approved
10. Stay focused and on task
11. Pick up your area before you leave.

*Thank you!*

*This page intentionally left blank*

**Kenosha Unified School District No. 1  
Kenosha, Wisconsin**

**February 26, 2008**

**LAKEVIEW TECHNOLOGY ACADEMY  
REQUEST TO PILOT AP CALCULUS A/B AND AP PHYSICS C AS YEAR-LONG  
OFFERINGS**

Permission is requested to pilot the College Board endorsed approach to AP Calculus A/B and AP Physics C courses at Lakeview Technology Academy during the 2008-2009 school year. The College Board encourages the teaching of AP Calculus A/B and AP Physics C back-to-back so one can reinforce the other. These are stand-alone courses but strengthen understanding by being taught together. The College Board supports this approach and recommends that both courses be taught every day. Each of these AP courses would be granted two credits, total of four credits possible.

**Kenosha Unified School District No. 1 Mission Statement:** The mission of Kenosha Unified School District, an educational system which values our multicultural heritage, *is to empower all students to reach their unique capabilities, contribute to our community, and compete in a global society* by providing diverse and challenging opportunities to learn through the collaborative efforts of students, families, community and staff.

**Title of the Proposed Course**

AP Calculus A/B and AP Physics C

**Recommended Prerequisites**

Successful completion of Pre-Calculus and Physics-Honors and/or teacher permission.

**Rationale for Course**

These courses are integral to the success of a student entering the fields of engineering, advanced technology, science, medicine and mathematics as well as various combinations of these fields.

AP Physics C (Mechanics with Calculus) is only taught at Lakeview Technology Academy. Currently, it is a one-credit course. Other high schools in Kenosha offer AP Physics B as a yearlong, everyday, 2-credit course. We believe that AP Physics C should have the same number of credits as AP Physics B. We would like to schedule the two-credit AP Physics C course with a two-credit AP Calculus A/B course to provide the students with more time to study these very difficult courses. The intensity of the block schedule requires a fast pacing that requires large portions of content introduced each day. In addition, many of the concepts of calculus and physics overlap, so the two courses would reinforce each other even more if they were taught in an

integrated manner. The proposal is to deliver these two courses over a full-year for four credits. Student achievement would be increased as concepts could be introduced and reinforced over a longer period of time.

### **Proposed Course Description**

This course would cover the content currently included in AP Calculus A/B and AP Physics C. These courses have been approved by the College Board.

AP Calculus A/B is equivalent to a first semester college calculus course. It follows the College Board Advanced Placement Calculus A/B course outline. It includes functions, use of graphs, derivatives and their applications, differentials, limits, integrals and their applications, and differential equations.

AP Physics C is the equivalent to a first semester college Physics course using differential and integral calculus. It follows the College Board Advanced Placement Physics C (mechanics) course outline, covering Newtonian mechanics in depth by providing instruction in each of the following six content areas: kinematics; Newton's Laws of Motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitations. The course prepares students for second semester college courses in physics and calculus.

### **Content Standards and Benchmarks**

This course would address the same standards and benchmarks that are currently included in AP Calculus A/B and AP Physics C. Students will be prepared to take the Calculus AB and Physics C AP exams in the spring. The additional time for AP Calculus will enable students to extend the course to AP Calculus B/C (about 30% more material) instead of the just AP Calculus A/B. Eventually, the students would be challenged to take the AP Calculus BC exam as well.

#### **AP Physics C Standards and Benchmarks**

- Forces that exist between and within particles and systems
- Processes by which scientific knowledge is acquired
- Energy and its changes from one form into another
- Principles of motion
- Uses of scientific inquiry
- Application of science to technological designs
- Interactions of science, technology, and society over time

#### **AP Calculus A/B Standards and Benchmarks**

- Mathematical Processes
- Geometry
- Statistics and Probability
- Number Relationships
- Measurement
- Algebraic Relationships

## **Pacing Guide/Scope and Sequence**

Each of the two courses will be scheduled one block per day for the entire school year with the courses scheduled back-to-back. The pacing of the course, and scope and sequence, are established by the College Board and the teacher is trained in the delivery of the curriculum. Success is measured by student performance on the AP exams. On a scale from 0 to 5, the expectation is that a student scores at least a three.

## **Costs Associated with the Course**

There are no new costs. The teacher is included in the existing staffing allocation for Lakeview Technology Academy. The textbooks are already in the school. The teacher has been authorized by College Board for both courses.

## **How the Course Meets the Strategic Plan and Goals of the District**

Action plans within the Long-Range Talent Development Plan include:

- Increase AP participation through increase AP offerings
- Increase AP test scores

## **Recommendation**

At its February 12, 2008, meeting, the Curriculum/Program Committee approved this request to be forwarded to the full board for approval to offer the pilot of AP Calculus A/B and AP Physics C as two-credit yearlong courses at LakeView Technology Academy during the 2008-2009 school year.

Dr. Joseph T. Mangi  
Superintendent of Schools

Edie Holcomb, Ph.D.  
Executive Director of Curriculum and Instructional Services

Mr. William R. Hittman  
Principal, Lakeview Technology Academy

*This page intentionally left blank*

**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**  
**Kenosha, Wisconsin**

**February 26, 2008**

**2007 SUMMER SCHOOL REPORT AND  
2008 SUMMER SCHOOL RECOMMENDATIONS**

**Content**

This report contains the following information regarding the 2007 summer school program:

- Proposed Changes To The Summer School Program for 2007-2008
- Review of the District Regional Site Partner-School Plan
- Background and program overview regarding the implementation of and expectations for the 2007 Summer School program
- A summary of the 2007 Summer School program offerings and enrollment
- Findings from the Elementary and Middle School Extended Year Reading and Math programs
- Findings from the high schools and other course offerings
- Review of recommendations from 2006 to be implemented during the 2007 Summer School Program
- Budget impact of the 2007 Summer School Program
- Recommendations for the 2008 Summer School program

**Proposed Changes To Summer School for 2007-2008**

The primary purpose of the Summer School program at the elementary, middle and high school level is to add value to the education of students who are at risk of academic failure. It has been used as a means of trying to remedy 9 months of failure with 6 weeks of assistance. This has only been minimally successful. One measure that verifies this assessment is the number of students who repeat Summer School from year to year. Summer school cannot succeed unless it is an intervention that is an extension of the regular school year program.

With the implementation of the Strategic Plan it is now necessary to rethink and change summer school. We now have “Most Essential” benchmarks that map out what students are expected to know at each grade level in most, if not all courses. This, along with assessments created by the district has moved us closer to be able to tell if students are failing to grasp the essential skills and content that we believe they have to know. This allows us to begin to move toward targeting specific skills that students missed during the September through June portion of the school year. This fact, along with the information contained in the appendices of this report, leads to the proposals that are contained in this section of the report. The recommendations are the result of an advisory group that has worked for a number of weeks to examine the current effectiveness of the summer school program and suggest changes, which should be made to the Summer School program over the next three years. The participants in this advisory counsel include:

- a. Director of Summer School, Coordinator of Summer School
- b. Executive Director of Curriculum and Instruction
- c. Director of Special Education
- d. Coordinator of Special Education



- e. Elementary and Middle School Reading Consultants
- f. Elementary and Middle School Math Consultants
- g. Title I Intervention Specialist
- h. Elementary Principals
- i. Middle School principals
- j. High School Asst. Principal

Along with this group, in-depth input was secured through meetings with elementary, middle and high school principals so that the practical implications any changes to the program could be taken into account. Following are some of the proposals.

### **Identification Criteria Grades K-8**

According to Board policy students who score in the Minimal and Basic categories on the WKCE are mandated to attend Summer School. If we examine the numbers throughout the district we see that in practice, almost 40% of the students who are mandated to attend Summer School do not attend.

There are several factors that explain this.

1. Increased individual student achievement since November, when the test was taken, to the end of the school year accounts for a reason to exempt a student.
2. Family schedule conflicts that range from planned vacations to children in homes where part of the summer is spent with the other custodial parent.
3. Transportation issues have been part of the reason that families have asked that their child be exempted. This issue has become more prominent since there was a change to the regional sites approach.

These are some of the most common reasons that parents have requested exemptions. To change the large number of exemptions of students who would benefit from attendance we propose that the burden of proof to exempt a student be based on objective criteria. If the WKCE identifies that a student is minimal or basic there must be evidence of performance that contradicts this and demonstrates grade level performance. The measures of evidence are:

- a. GPA at levels where grades are given
- b. Performance on District Common Assessments, including the IPP's in Math at the elementary level.
- c. Performance on curricular tests that indicate that a students reading level is at or above grade level in alignment with the Most Essential Benchmarks for that grade level.
- d. Semester finals and exams through the year that demonstrate a level of proficiency.

One measure is insufficient to demonstrate proficiency. Several measures must be presented as evidence that the student has markedly progressed from the time that the WKCE was taken and is currently performing at grade level. Absent this evidence, students who score in the minimal and basic categories will attend summer school. Students who are children affected by geographic issues of joint custody may be exempted with the understanding that they must attend summer school elsewhere. We have also allowed the parent to substitute a paid tutoring arrangement, paid by the parent, with an educational service provider (such as Sylvan) or with a certified teacher. These exceptions are rare and will only be reviewed on a case-by-case basis with the requestor having the burden of proof that this adequately substitutes for our summer school program. We believe that this change with the enforcement of this criteria at the building level will insure that more students receive the needed help during the summer.

## **Identification Criteria High School**

The identification of High School students has been based on credit recovery. If a student fails a particular course they may choose to attend the course over the summer in hopes of passing it and recovering the credit. This has been voluntary and some students who could benefit from the Summer School credit recovery have chosen not to take advantage of this opportunity. There are no proposed changes for the identification at the high school level in this report.

## **Curriculum**

In the past, vast amounts of supplementary instructional materials have been purchased to for use during Summer School. This was in part due to the fact that in the past there was a lack of definition in what students were expected to learn. The inability to identify specific areas that need to be worked on during the six weeks of Summer School meant that we were using a less targeted approach with results that were less than a target approach can achieve. With the changes that are being implemented in line with the Strategic Plan we are able to begin targeting more specific areas of academic deficiencies that students have. This along with the purchase of curricular materials during the September – June portion of the school year that contain modules that specifically have interventions that are corrective make it more desirable to use that material. We will therefore use the district’s curricular materials in reading and math in elementary and middle and course material at the high school level. For the Forward Progress (5<sup>th</sup> to 6<sup>th</sup> grade transition program) and the Early Start (8<sup>th</sup> to 9<sup>th</sup> transition program) the district curriculum will be used to introduce students to material at the next grade while still helping to remediate lacking basic skills. It is hoped that in time this will reduce the expenditures in the Summer School budget in the area of instructional materials.

## **Schedule**

Summer school classes at the elementary and middle level are held Monday through Thursday for 24 days, typically spanning a six-week period. Students who are mandated for reading or math at the K-8 levels attend class for two hours each day for each subject for the entire six weeks. If a student is identified in both reading and math they attend Summer School for four hours a day for the entire six weeks. The proposal that we would put forth is to change the schedule. At the elementary and middle school level, we want to look at creating two 3-week sessions. During these sessions, depending upon staffing, students would take reading or math for 4 hours the first three weeks. If a student were identified for math they would complete their obligation in three weeks as opposed to six. The same 48 hours of instruction would occur as in the old format, so no instructional time would be lost. Some of the curriculum materials such as the supplementary on-line materials contained in our math curriculums could be used to try another instructional tool that time restricts during the school year.

The benefit to families of this schedule change would be manifold. First of all, it gives families of the students who are identified in either math or reading an option. In 2007-2008 they could attend Session 1 and be finished by July 3<sup>rd</sup> or they could attend Session 2 following July 4<sup>th</sup>. It offers some flexibility that allows families to carry out their vacation plans by at least offering them an option.

A second benefit would be that there are veteran teachers that we believe would teach summer school if two changes were made. The first is to shorten the duration to three weeks so that these teachers are investing a small portion of their summer to assist our most needy students. The second is that they could choose which subject area they would prefer to teach for this shorter period of time. Some teachers love math, others prefer or have greater strength in teaching reading. This allows them to give their best and greatest creativity to helping these students, while using the same curriculum and

materials that they use during the school year. In order to change the effectiveness of Summer School we must have veteran teachers enlisted to teach our at risk students. The proficiency of the teacher who works with these students is the most essential factor toward their success.

At the high school level the amount of time is governed by state stipulations about how many hours translates to how many credits. We still require that more of the teachers that work with the students during the September to May portion of the school year work with them during the school year. An increasing number of new teachers, right out of college have been hired to work during summer school. These teachers are unfamiliar with the students and the curriculum. In talking with high school principals they asked for flexibility in scheduling the teachers during summer school so that two veteran teachers might team teach the same course but in a split shift, one for the first three weeks, the other for the next three weeks. This could only make the high school program more effective. This is especially true of the Early Start program, which seeks to orient 8<sup>th</sup> graders to the academic expectations of the high school.

### **Forward Progress**

In line with Strategy VII that focuses on student disengagement, it is obvious that we lose students at certain transition points. Critical transition points are the 8<sup>th</sup> to 9<sup>th</sup> transition and the 5<sup>th</sup> to 6<sup>th</sup> transition. To address this we propose that the current 5<sup>th</sup> grade students attend Summer school at the middle schools that they will attend in the fall. This can begin in 2007-2008. Discussion has been held with all of the middle school principals who requested this change. The discussion included elementary school principals and at a meeting the details of this change were worked out so that the issues of registration, teacher procurement and parental communication, along with some others, were worked out. This was done with School Leadership participating so that all issues of support were also addressed. Since a primary purpose of making this change is to orient students to middle school by having them attend their home school the summer before their usual attendance period, it is necessary to move the middle schools back to their specific sites. This entails the moving of only a few of the middle schools since Washington has moved back to their school site due to the One to One technological emphasis. There is no cost to this proposed change, since custodial staffs are at all middle school buildings during the summer.

Students will be working with some of the staff that will work with and nurture them throughout their middle school careers, making connections early. In line with the emphasis in the Early Start program, the focus of the curriculum will be to introduce the incoming students to the instruction that they will receive in the fall and also help them with any missing basic skills. Since a major component of this program is an orientation to the curriculum and the school, middle school principals and the department of Curriculum and Instruction have worked out the logistical issues. This collaboration will be continued in order to create a smooth transition for these academically vulnerable students.

### **Early Start**

Last year we piloted an intervention for 8<sup>th</sup> graders who were graduating to the high school level. It was called Early Start and was the brainchild of several high school and middle school principals. It was started out of the realization that we lose students when they move from 8<sup>th</sup> to 9<sup>th</sup> grade. The idea of accumulating credits is a foreign concept to middle school students since we have no comparable system at that level. It was hoped that by placing the 8<sup>th</sup> graders at the high school and giving them elective credits for the necessary hours of work completed that they would become engaged early in their high school career. Work was done to try to modify curriculum so that students could receive help in both

reading and math. The emphasis was to pre-introduce them to freshman curriculum in math and language arts.

Though there was some success, there are several challenges that have been addressed in order to move forward with this program. As stated before the program hinges upon the ability to attract veteran teachers to teach in it. These teachers are the teachers that the students will have in the fall, so a point of contact has already been established. High school principals are exploring ways to restructure the schedule to make it attractive to teachers who have experience. The registration, home communication, curricular and follow up issues have been discussed with the middle schools and the program will proceed with correction of some of the logistical issues that surface with any new venture.

### **Early Hiring Practices**

The last proposal for the 2007-2008 school year involves the hiring of summer school staff. If we are to attract our current teachers that are willing to teach summer school we must also start the hiring process much earlier. We have had KUSD teachers teach other places due to the fact that we wait until late in the process to hire. To remedy this the summer school Advisory Committee recommends that we estimate the average number of students who have attended Summer School the last three years and take a percentage (70% of the FTE's) of the staff and begin posting the jobs that we project that we will need. This will be especially helpful at the elementary and high school level where there are locations that need veteran teachers and have difficulty attracting them. We would like to post the positions at the end of February and begin the hiring process in March.

We would like to have at least 70% of our staff in place prior to late April and then fill in as our numbers become firmer upon receipt of the WKCE. We believe that 70% is a reasonable number and does not jeopardize the fiscal responsibility needed to make the program successful. Using this figure there is no fear that we will over hire. Principals in the meetings held grade level and cross grade level discussions and have committed to trying to procure as many veteran teachers as possible in order to increase the effectiveness of Summer School by placing our most effective teachers in the classrooms.

A lot of cooperation and discussion between building and central office administrators has gone into the process that generated this proposal. We are thankful for the Advisory Committee members along with the elementary, middle and high school principals whose thoughts helped to craft the ideas contained in this proposal for changes.

### **Special Education**

The district has received attention from the state due to the achievement of its special education students. It is imperative that these students attend Summer School and receive the assistance that they require. Schools must identify special education students and ensure that these students attend summer school. Corresponding with this is the need to hire enough special education teachers to meet the needs of these students. Through the early hiring process and earlier identification of these students all efforts will be made to hire sufficient staff to meet their needs.

### **Recommendations for the 2008/09 Summer School Session**

At this time a committee has been formed to review how to best-fit summer school offerings into the overall District strategic plan. In line with the committees work are the following recommendations.

It is recommended that the Early Start Program that was piloted for 8<sup>th</sup> grade students going to 9<sup>th</sup> grade continue and reside at Bradford, Tremper and ITA.

It is recommended that identification criteria include measures of academic success along with the WKCE in order to indicate critical summer school attendance.

It is recommended that the school district's curriculum be utilized in reading and math during the Summer School program. Exceptions noted for schools that utilize another reading program from September – June.

It is recommended that the Middle Schools return to specific school sites in order to implement the Forward Progress program for 5<sup>th</sup> grade students going to 6<sup>th</sup> grade begin the summer of 2007-2008.

It is recommended that at the Elementary and Middle School Levels a different configuration of the Summer School schedule that creates 2 – 3 week sessions is utilized that works with families, students and teachers to insure larger cooperation in the Summer School program.

It is recommended that 70% of the estimated Summer School staff hiring process begin in March of each year in order to facilitate greater participation by current KUSD teachers, especially special education teachers, insuring that there are sufficient special education teachers at each level.

At its February 12, 2008 meetings the Curriculum/Program and Audit/Budget/Finance Committees voted to forward the 2007 Summer School Report and 2008 Summer School Recommendations to the full Board for approval at its February 26, 2008 regular meeting. Administration recommends that the Board approve the 2008 summer school recommendations contained in the report.

Dr. Joseph T. Mangi  
Interim Superintendent of Schools

Mr. Milton Thompson  
Director of Title I, P-5, Bilingual and Summer School

Mr. Joseph Banaszynski  
Summer School Coordinator, 2007

## **Review of Summer School 2006-2007**

### **District Regional Site Partner School Plan Review**

This is the fourth year that the District has used a Regional Site Partner-School Plan. When creating the regional site plan, partner sites were chosen with consideration being given to the distance between schools and student safety. The plan allows students from partner schools to be combined into classrooms, giving students a more diverse educational experience. The regional site plan also allows for more efficient hiring of summer school staff.

The Regional Site Partner-Schools for the 2007 summer school session are listed below. The configuration resulted in the use of nine elementary buildings. Two middle school buildings have been open each year with two schools sharing a site. Bullen was again housed in Bradford. Washington, which had been housed at Reuther, returned to their own building with grades six and seven due to the pilot eighth grade program at the high schools. To accommodate maintenance and building facility needs, Columbus (with Roosevelt) and Southport (with Vernon and Grewenow) were open this summer. These sites experienced a decrease in summer school enrollment. While the Columbus/Roosevelt site mandated 18 fewer students in 2007 compared to 2006, they experienced a decrease of 78 students. The Southport site showed a decrease of 52 students, while mandating 36 fewer reading and 23 fewer math students. The change in location may have resulted in students attending other open sites. Due to the change over in the student information system, student attendance locations could not be properly tracked this summer.

Tremper's enrollment increase came from the introduction of the 'Early Start' program and two additional physical education classes. See appendix S1.

Based on the appropriate age relationship of the students, Stocker Elementary and Mahone Middle School hosted the special education program Life and Leisure.

### **Summer School Background**

The goal of the summer school program is to create consistency in the academic programs for students aligned to the Kenosha Unified School District Strategic Plan.

The objective of the summer school program is to provide interventions, consistent with the approved curriculum, which will help to increasing student achievement in reading and math at the elementary and middle school levels. It also provides opportunity for high school students to make up course credits and improve the graduation rate.

The focus of our summer school program is to help students who scored below the proficient level on the state standardized test. The Student Information System is used to record student participation for elementary and middle school students in the extended year reading and math classes.

In addition summer school provides enrichment activities in the areas of music, theater, art, world language, and instructional recreation.

## **Overview of Programs**

Extended Year Reading and Extended Year Math classes were held at the elementary and middle school sites for students in grades three through seven who scored in the Minimal or Basic categories on the Wisconsin Knowledge and Concept - Criterion Referenced Exam (WKCE- CRT). This is the second year that the WKCE was used for all grades. Students in first and second grades were enrolled in extended year reading and math based on teacher/principal recommendation or as a condition of promotion as determined by the building principal and Board policy. The use of a single test allows for consistent identification of students needing remedial summer help, and also provides us with the ability to study the effectiveness of our summer school program over a long period of time using a constant measurement tool. A three-year data analysis will be presented to the Board in the 2008 report.

Getting Ready for Kindergarten and Getting Ready for First Grade classes were available for students at most locations throughout the District. Pleasant Prairie only offered the Getting Ready for First Grade program. These programs ran two-hour sessions, four days a week for 24 days, except at the Bain and Frank partner sites, where it was felt that a four-hour session would more appropriately meet the needs of the students.

Elementary enrichment programs were offered on a limited basis again this summer. Whittier Elementary School hosted a four-hour ESCAPE program that included a three-teacher team. EBSOLA held one, two-hour session of art, and Strange offered an elementary choir program that also preformed at the Festival of Arts and Flowers in Lincoln Park. Enrichment programs at Harvey, Columbus, and Pleasant Prairie were canceled due to the inability to find teachers. A more concerted effort will be made in 2008 to match teachers to buildings in order to increase enrichment offerings.

At the senior high school level, students had an opportunity to make up one-half to one full core, class credit. They could also obtain advanced course credit in physical education and health. Accelerated Independent Study credits could be obtained at all high schools. Available again this year was the Phoenix Project program at the correctional facility to obtain future credits and/or ITED graduation diploma. Available for the first time was the new "eSchool" program. Students in this program could enroll in grade-appropriate math and/or English and earn up to two full credits.

A pilot program was developed for eighth grade students to attend and earn one-half credit of elective at the high school. This program, known as "Early Start" combined English and math instruction designed to introduce the eighth grade student into the high school curriculum, while at the same time offering the remedial help that these students needed based on their WKCE proficiency levels. It utilized the high schools' 16-day, 4.5-hour schedule, splitting the time between the two subjects. This course offered students an opportunity to engage in activities that will prepare them for success in 9th grade math and language arts. Students learned a variety of strategies for reading and responding in the different content areas. They also focused on improving skills in computation, number sense, and algebraic reasoning in preparations for Algebra 1.

School libraries were opened at all of the sites. Elementary librarians held story time for the younger students, and when possible short classes with the older students to discuss the various reading genre. High School and middle school libraries were open on a limited basis to allow students to complete research.

Instructional music labs were available for band and orchestra students beginning in third grade. Elementary students participated in the K-L elementary band program and in the beginning elementary strings program. The Cadet Strings program was available for middle school strings. Additionally, three marching bands rehearsed and performed this summer: the Continental Band and Color Guard, the Rambler Band, and the *Band of the Black Watch*, which concluded their summer program with a performance tour New York City. All three bands performed in the Kenosha Fourth of July parade and at various other parades and competitions.

Two theater arts programs involving students in grades K–12 were again produced this summer. The Lincoln Middle School Theater Arts program performed the musical, “*Jesus Christ Superstar*”. The Bradford program, Kenosha Youth Performing Arts Company (KYPAC), presented “*Wizard of Oz*.” Both plays received extensive coverage in the Kenosha News.

Elementary instructional swimming, tennis, soccer, baseball/softball, and basketball were offered again this summer. Because of the high demand, instructional swimming added three extra sessions. Certified teaching staff developed lessons, and instruction was provided in each of these areas following the guidelines established in our physical education curriculum.

An orientation program known as Gear Up was offered to new middle and high school students. This occurred at the end of the summer session. As these programs are considered orientation rather than instructional, they can no longer be counted for DPI purposes resulting in an average reduction of 7 fewer summer school FTE. Summer school continues to fund the staffing for these classes.

Recreational and supervised, summer playground were offered through the Recreation Department and the 21<sup>st</sup> Century Community Learning Centers. Breakfast and lunch programs were provided at four sites: Frank Elementary, Edward Bain School of Language Art, Strange Elementary, and Columbus Elementary. Harvey provided a breakfast program for the first time.

**Extended Year Programs: Elementary and Middle School**

The Extended Year programs, at the elementary and middle school grades three through eight, mandate students to attend summer school in reading and math whose scale scores, using the Wisconsin Knowledge and Concepts Exam- Criterion Reference Test (WKCE-CRT), place them in the Minimal and Basic Proficiency score range. Students in grades one and two are not tested and are recommended by their teachers. Principals may also mandate students to attend the extended year program as a condition of promotion.

**Summer School Goals**

**GOAL 1: All students will score in the proficient level of the WKCE in reading by 2010.**

**DISTRICT BENCHMARKS AND ACADEMIC INDICATORS:  
STUDENTS IDENTIFIED FOR MANDATORY EXTENDED YEAR SUMMER SCHOOL READING-  
Minimal Proficiency Level on WKCE in Grades 3 –8\***

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
<b>Grade 3</b>	5.95%	4.63%	3.97%	2.64%	1.32%	0%
<b>Grade 4</b>	5.95%	4.63%	3.97%	2.64%	1.32%	0%



<b>Grade 5</b>	5.95%	4.63%	3.97%	2.64%	1.32%	0%
<b>Grade 6</b>	7.42 %	6.49%	5.57%	3.71%	1.86%	0%
<b>Grade 7</b>	7.42 %	6.49%	5.57%	3.71%	1.86%	0%
<b>Grade 8</b>	7.42 %	6.49%	5.57%	3.71%	1.86%	0%

\*Reflects criteria used before the 2006 Summer School session

Baseline data for the Elementary Reading Benchmark for grades three, four, and five was set based on the 2005 student Minimal Performance category of the WKCE in grade four. At the middle level, grade eight baseline data was used.

While the benchmark goals presented to the Board in the 2006 “Six-Year Goals and Benchmarks for Academic Indicators” included only those in the Minimal Proficiency category, students in both the Minimal and Basic Proficiency levels have been mandated to align with the District’s Strategic Plan. This plan calls for all students to meet or exceed the District and state identified proficiency levels in core academic areas no later than 2010.

### **Elementary Reading**

Small percentage gains can be seen overall and within each grade in the reading scores for students who scored in the Minimal Proficiency category except for grade three, which is the first year that these students have taken a standardized test such as the WKCE. Though we see only a small gain in testing for ‘same student’ groups moving from grade three to grade four and grade four to grade five, it is significant in our ability to now track these students’ progress now that we are using a single test. See Appendix R1.

### **Elementary Students Mandated In Reading**

While the Districts’ Benchmark and Academic standards represents the percentage of students in the Minimal Proficiency category, we have mandated students in both the Minimal and Basic Proficiency categories. Based on the WKCE-CRT ‘cut’ scores, many of the students in the Basic Proficiency category fall on the high end of the score average. These students are the ones most likely to be exempted from summer school due to the test not accurately reflecting their ability or the gains they have made from when the test was taken in November. See Appendix R2.

We find that there was a 1.85% reduction in the percentage of all students who have been mandated for summer school using the Minimal and Basic Proficiency categories, and each grade level also had gains in the percentage of students mandated. With the new statistical data, we are now being able to make comparisons of the same group of students from year to year. From grade three to four, there was a 3.14% reduction in the same group of students mandated and a 3.67% reduction from grade four to five. Principals will be able to utilize this data to determine the specific needs of their students who are mandated to attend summer school from year to year. A 2.76% reduction was seen with the same group of students moving from grade five to grade six, a significant transition year. See Appendix R3.

White students in all three grades, and ‘other’ ethnicities (Asian, Native American) in grades 3 - 5 met the 2006-07 benchmark of 4.63% in the Minimal Proficiency category. Overall and within each grade level, those students considered to be ‘not disadvantaged’ also meet the benchmark. See Appendix R4.

Using WKCE proficiency categories, we still see Summer School continuing to mandate a larger percentage of minority and disadvantaged students. However, in the second year of using the WKCE-CRT testing, we can see gains in every category. There is a significant gain of 5.45% for our African

American students and 3.24% for our Hispanic students. The overall percentage of elementary students is just 0.30% above the benchmark See Appendix R5.

Important to note is that we are seeing greater gains for mandated students in the minimal range. These students represent those furthest behind grade level. Current intervention strategies being brought forward in the Strategic Plan and planned revisions in the Summer School curriculum will help us to address the needs of these students. See Appendix R6 and R7.

We continue to mandate over 50% of our students with disabilities. An increased effort has been made to provide special education support for these students during the summer. Teachers and educational assistants along with bussing provided for some of these students accounted for 23% of the summer school budget this year. However, we find that over 60% of the students with disabilities are still being exempted from summer school. Students with disabilities are mainstreamed during the summer, as they are during the regular school year. Consideration for providing a self-contained environment during the summer is being recommended.

The mandating of elementary students by gender shows a greater number of male students in all grades. Males also make up a greater percentage of students mandated with disabilities. During the second year of using the WKCE, we have a significant change in our female population being mandated with a 2.71% decline. We have a 1% to 1.5% decline in our male population and our students both with and without disabilities. See Appendix R6 and R7.

### **Middle School Reading**

Baseline data for the middle school reading Benchmark for grades 6, 7, and 8 was set based on past student Minimal performance on the WKCE in grade 8. The baseline for all three grades was set at 6.49% for the 2006-07 school year. Grades 6 and 7 met this base line while grade 8 was 0.41% above the base line. See Appendix R8.

Overall there was a decrease of 0.09% in the total number of students being mandated in reading at the middle level. This was due to a 2.46% reduction in the number of sixth grade students being mandated, as both grade seven and eight saw an increase. However, the same students moving from sixth to seventh grade recorded a 0.85% decrease, while students moving from seventh to eighth grade recorded a 1.71% increase. Eighth grade testing on the WKCE-CRT is considerably longer than what the students experience in seventh grade. While both grades are required to answer multiple-choice questions, the eighth grade test also includes a short answer section. See Appendix R9.

Consistently across the middle level grades, we are mandating about one-third of our African American students, 30 percent of our Hispanic students and 11 percent of our white and other minority students. We are also mandating about 30 percent of our students who are economically disadvantaged compared to 10 percent of our students who are not considered economically disadvantaged. Statistically, small gains were made in each ethnic area as well as with our students who are economically disadvantaged. A third year of using the WKCE is needed to show any significance. All middle schools have incorporated a variety of interventions into their building's strategic plans to address these students' needs. See Appendix R10 and R11.

The mandating of middle school students by gender shows that about 59% of our Summer School student population is male as compared to 63% in 2006. Approximately 40% of our middle school students are students with disabilities reflecting no change from 2006. See Appendix R12 and R13.

## **2007 Participation In Extended Year Reading Program**

The 2007 elementary reading program had 1,163 compared to 1,411 mandated students for the 2006 Extended Year reading program. Of this total, reported through the District's student information system, 708 students were active in the summer school program. All first and second grade students are recommended, since they are not tested. At the Middle School level, 604 students were mandated for the Extended Year Reading compared to 815 in reading for 2006. Of this number 704 elementary students and 299 middle school students started summer school. 58 elementary students and 19 middle school students were dropped from summer school either due to attendance or behavior.

Building principals and teachers may exempt a student from the mandated program if it is felt that the test score did not accurately reflect the student's ability, the student's performance showed significant growth through the end of the school year, or a special education IEP exempts the student from summer school. Exemptions are made during the final month of the school year and are to be recorded in the summer school office. However, not all buildings reported exemptions for 2007. Students not active in the summer school program and who have not been exempted are subject to retention based on District retention policy. Some students opted for private tutoring instead of attending summer school. The total number of students being tutored was not reported to the summer school office. 52 students moved prior to the start of summer school. Based on grade level information, 57.30% of our students attended and completed Extended Year Reading, while 4.5% of the students were dropped from summer school and 38.20% did not attend. A larger percentage of ethnic minority students attended and completed the Extended Year Reading program than non-minority students. This is also true of economically disadvantaged students, which saw 59.50% of these students completing summer school reading. There were a total of 542 new students to the District for the 2006-07 school year. Of that number, 19.7% were mandated to attend the "Extended Year Reading" program. See Appendix R14.

## **ELEMENTARY AND MIDDLE SUMMER SCHOOL READING REPORT**

Colin Bradley, Summer School Lead Consultant, prepared the following analysis for 2007.

### **Curriculum:**

For the second year in a row, revised teacher reading resource binders were implemented for all elementary and middle school grade levels. These resource binders provide information on the summer school reading program and present the expectations and instruction needed for teaching a successful summer school classroom. Furthermore, each binder is grade-level specific and offers the teacher a wealth of resources such as pacing guides, lesson activities, and reproducible teacher forms.

### **Elementary School**

All elementary students in the District used Houghton Mifflin reading materials. The first and second grade students used Early Success and the third-fifth grade students used Soar to Success. These materials are designed to compliment the Houghton Mifflin reading used at most schools during the regular school year.

Each set of materials consists of leveled nonfiction and fiction books. There are seven books of each title with 30 titles in first and second grades and 18 titles in third, fourth, and fifth grades. The readability level is approximately one grade level below the designated grade.

The teachers are provided with a teacher's manual and reproducible workbooks. Lessons include reading new text daily, reading familiar text daily, comprehension instruction, phonics or working with words, and a daily writing lesson. All grade levels are required to create a Word Wall to build a reading and writing sight word vocabulary.

Instruction in first and second grades grade focuses on different strategies to aid in decoding new words. In addition, reading with expression, fluency, and comprehension strategies are developed. In third, fourth, and fifth grade, decoding strategies are reviewed and applied to complex words. Strategy instruction focuses foremost on comprehension strategies and the use of graphic organizers to record and recall information read.

### **Other Materials Used at the Elementary Level:**

ESL classrooms at EBSOLA and Frank used Houghton Mifflin materials and supplemented instruction with their own resources. Some classes incorporated the reading of a novel for a whole class reading experience. All classes were provided with a silent reading, classroom library.

### **Additional Components:**

All of the elementary schools recommended that extended year students read 30 minutes a day, seven days a week, outside of school. This reading was documented on a reading log indicating date, title, pages read, time, and was then initialed by a parent or guardian.

In addition, all students were required to write in a daily journal. Teachers used a writing rubric in order to assess student journal responses.

## **Middle School**

All Middle Schools implemented *Scholastic Summer Success* in grades six and seven. Grade eight took part in a pilot program at the high school buildings called, “Early Success.” Instruction for these students focused on language arts skills, rather than reading and centered on the District’s “Making Thinking Visible” initiative. The eighth grade reading materials purchased two years ago were not utilized.

*Scholastic Summer Success* is a comprehensive six-week program designed specifically for reluctant readers. The program utilizes whole group, small group, and independent reading as part of the instruction taking place each day. Students rotate through these centers and benefit from the varied instruction in a small group setting. The kit provides the teacher a small class library of 12 different titles with five copies of each title. Each student also receives a workbook to practice the active reading strategies addressed during the day’s mini lesson.

*Scholastic Summer Success* not only addresses below grade level readers, but also includes a writing curriculum that utilizes the 6 + 1 traits model. With each daily lesson the students have a writing component with a culminating product by week’s end. The program breaks down the writing piece into manageable segments for both teacher and student.

Lastly, *Scholastic Summer Success* provides a testing framework that unifies the middle schools instruction with the assessment. The program provides not only pre and posttests, but also weekly assessments that link directly to the skills taught over the course of the week. Students and teachers will have a weekly assessment to help identify strengths, weaknesses, and areas of growth. The weekly assessments not only include the reading strategies taught, but also contain writing prompt for the students to respond to. This is an excellent link to the WKCE testing framework.

### **Additional Components:**

Silent Reading is an integral part of a comprehensive reading program. With this in mind all classes include a block of time devoted strictly to silent reading. Students are encouraged to read outside of the school day, but reading logs for home reading were not mandatory. Reading logs for silent reading done within the classroom were utilized. All teachers were given a silent reading library consisting of 50 books. The books were a combination of fiction and nonfiction.

### **Reading Consultants:**

All four consultants, Colin Bradley, Hillary Ridolfi, Jen Navarro, and Jennifer Huber, shared the responsibility of supporting the reading teachers at each elementary and middle school site.

Before summer school began, 2007 summer school information was updated for the teachers and extended year reading materials were organized and distributed to the summer school sites. In addition, a two-hour staff development was conducted to in-service new teachers on the current summer school program.

During summer school, the consultants visited their assigned sites, met with teachers, observed classrooms, and delivered requested materials. Each provided tutoring for individual students at the request of classroom teachers. In addition, they prepared progress reports, teacher surveys, and

inventories of materials to be sent to the schools. At the close of summer school, the consultants collected teacher binders, surveys, inventory sheets, and silent reading libraries.

**Middle School Silent Reading and Computer Usage**

Silent Reading is an integral part of a comprehensive reading program. With this in mind all classes include a block of time devoted strictly to silent reading. Students are encouraged to read outside of the school day, but reading logs for home reading were not mandatory.

A silent reading library was purchased for all classrooms in 2006. However, teachers had concerns about silent reading due to the unavailability of books for all ability levels, as some students are reading three and four grades below level. The silent reading libraries address student ability about two grades below level.

Computer access remains a problem due to shared sites. The extension activities are limited for teachers and students without daily library access and computer access. Most enrichment activities presented by Summer Success rely on these two resources.

**GOAL 2: All students will score in the proficient level of the WKCE in math by 2010.**

**DISTRICT BENCHMARKS AND ACADEMIC INDICATORS:  
STUDENTS IDENTIFIED FOR MANDATORY EXTENDED YEAR SUMMER SCHOOL MATH-  
Minimal Proficiency Level on WKCE in Grades 3 –8\***

	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Grade 3</b>	18.36%	16.06%	13.77%	9.18%	4.59%	0%
<b>Grade 4</b>	18.36%	16.06%	13.77%	9.18%	4.59%	0%
<b>Grade 5</b>	18.36%	16.06%	13.77%	9.18%	4.59%	0%
<b>Grade 6</b>	12.81%	11.21%	9.61%	6.40%	3.20%	0%
<b>Grade 7</b>	12.81%	11.21%	9.61%	6.40%	3.20%	0%
<b>Grade 8</b>	12.81%	11.21%	9.61%	6.40%	3.20%	0%

\*Reflects criteria used before the 2006 Summer School session

Baseline data for the Elementary Reading Benchmark for grades three, four, and five was set based on the 2005 student Minimal Performance category of the WKCE in grade four. At the middle level grade eight baseline data was used.

While the benchmark goals presented to the Board in the 2006 “Six-Year Goals and Benchmarks for Academic Indicators” included only those in the Minimal Proficiency category, students in both the Minimal and Basic Proficiency levels have been mandated to align with the District’s Strategic Plan, This plan calls for all students to meet or exceed the District and state identified proficiency levels in core academic areas no later than 2010.

## **ELEMENTARY MATH**

There was a 1.5% overall reduction in student scoring in the lowest, or Minimal Proficiency category between 2006 and 2007. Most importantly, there was a 7.02% reduction of the same students moving from grade three in 2006 to grade four in 2007. The only grade to see an increase in the Minimal Proficiency category was in grade three, the first year that these students were tested.

### **ELEMENTARY STUDENTS MANDATED IN MATH**

While the Districts' Benchmark and Academic standards represents the percentage of students in the Minimal Proficiency category, we have mandated students in both the Minimal and Basic Proficiency categories. Based on the WKCE-CRT 'cut' scores, many of the students in the Basic Proficiency category fall on the high end of the score average. These students are the ones most likely to be exempted from summer school due to the test not accurately reflecting their ability or the gains they have made from when the test was taken in November. See Appendix M1.

We find that there was a 3.21% reduction in the percentage of all students who have been mandated for summer school using the Minimal and Basic Proficiency categories, and each grade level also had gains in the percentage of students mandated. With the new statistical data, we are now being able to make comparisons of the same group of students from year to year. From Grade three to four, there was a 7.18% reduction in the same group of students mandated; and a 2.66% reduction from grade four to five. Principals will be able to utilize this data to determine the specific needs of their students who are mandated to attend summer school from year to year. Also significant is the 7.33% reduction in the same group of students who moved from grade five to grade six, as this is an important transition year for these students. See Appendix M2 and M3.

Using WKCE proficiency categories, we still see Summer School continuing to mandate a larger percentage of minority and disadvantaged students. However, significant gains can be seen in each minority category represented between the 2005-06 and 2006-07 school year, with a decrease of 10% or better in our African American and other minority populations and a 4.38% decrease in our Hispanic population. Important to note is that the percentages of mandated students in the minimal range are typically above 50% of the total number of students being mandated. These students represent those furthest behind grade level. See Appendix M4 and M5.

The mandating of elementary students by gender shows a greater percentage of male students in grade three, but a larger percentage in females in grades four and five. For the first time since the regional site location plan went into effect, we find that a larger percentage of females are being mandated than male students though both genders made gains from last year. See Appendix M6 and M7.

Specific data relating to students with disabilities was begun last year when the District began using the WKCE in all grades. Our current mandate shows that more than 50 % of our elementary students with disabilities are being mandated. This does not include students with more severe disabilities, who are typically serviced through our Life and Leisure program. A portion of these students are exempt from attending summer school based on their Individual Education Plan (IEP) A more concentrated effort was made during the past two summer school sessions to service a greater percentage of students with disabilities as can be seen in the increased number of special education teachers and educational assistants hired for summer school this year. See Appendix M6 and M7.

## **Middle School Math**

As previously mentioned, there was a 7.33% reduction in the same group of students who moved from grade five to grade six. Students moving from grade six to grade seven recorded a 5.24% reduction. However, students moving from grade seven to grade eight had a 1.39% increase in those being mandated for summer school. A brief analyses of test data did not show the test to be that much more difficult. Another year of data is needed to show any significant trend. Since the eighth grade students took part in the piloted “Early Start” program at the high school this past summer, it would be more significant to track the students who attended the “Early Start” class versus those who were exempt or did not attend to see if they achieved any more success. See Appendix M8 and M9.

## **MIDDLE MATH BY ETHNICITY AND ECONOMIC STATUS**

Fewer students in all ethnic groups were mandated to attend summer school in 2007. The greatest gain was a 6.99% gain in our middle school African American population. However, this is the only middle level population where a greater percentage of students scored in the lowest, or Minimal Proficiency category. We still find an almost 2:1 ratio of students considered economically disadvantaged being mandated over those not considered economically disadvantaged. See Appendix M10 and M11.

## **MIDDLE SCHOOL MATH BY GENDER AND DISABILITY STATUS**

The mandating of middle school students by gender shows that about 55% of our Summer Middle School student population is male as compared to 63% in 2006. Approximately 31 % were students with disabilities as compared to 40% in 2006. A 9% reduction in this area is statistically important. A more concentrated effort was made during the past two Summer School sessions to service a greater percentage of students with disabilities. Each middle school hired a special education teacher for summer school this year. Two sites maintained self-contained classrooms during the summer for those with students who were significantly behind grade level. Both sites viewed these classes as producing greater success for their students. See Appendix M12 and M13.

## **2007 Participation In Extended Year Math Program**

The 2007 elementary math program had 1,299 mandated students for the Extended Year Math program compared to 1,491 students in 2006. Of this total, reported through the District’s student information system Pentamation program, 835 students were active in the summer school program. All first and second grade students are recommended, since they are not tested. At the Middle School level, 1,186 students were mandated for the Extended Year Math compared to 1,315 in 2006, and 398 participated in the summer school program. Building principals and teachers may exempt a student from the mandated program if it is felt that the test score did not accurately reflect the student’s ability, the student’s performance showed significant growth through the end of the school year, or a special education IEP exempts the student from summer school. Exemptions are made during the final month of the school year and are recorded in the summer school office, though not all schools reported exemptions in 2007. Students not active in the summer school program and who have not been exempted are subject to retention based on District retention policy. Some students opted for private tutoring instead of attending summer school. The total number of students being tutored was not reported to the summer school office. 58 students moved prior to the start of summer school. 108 students, or 4.4%, were dropped from summer school due to attendance or behavior. Based on grade level information, 57.8% of the mandated students attended and completed Extended Year Math while 4.40% of the students dropped summer school. 37.70% did not attend summer school. Some of these students may have been exempted or obtained tutoring. A larger percentage of ethnic minority students attended and completed the



Extended Year Math program than non-minority students. This is also true of economically disadvantaged students, which saw 61.3% of these students completing summer school math compared to 51.8% of students not economically disadvantaged. There were a total of 542 students new to the District in the 2006-07 school year. Of this total 29.3% of the students were mandated to attend the Extended Year Math program.

## **ELEMENTARY AND MIDDLE SUMMER SCHOOL MATH REPORT**

Colin Bradley, Summer School Lead Consultant, prepared the following analysis for 2007.

### **Elementary Curriculum:**

The current elementary summer school math curriculum was developed as a reinforcement of the regular school year math program. This curriculum is based on the *Everyday Mathematics* program taught in the elementary school math classrooms during the regular school year. Every summer math teachers received a curriculum binder with lessons divided into six concept areas. Each of these concepts is taught during the course of one week. The daily math lessons are designed to last 120 minutes and are divided into four daily components: warm-up exercises, lesson routines, math games, and skills practice.

### **Middle School Curriculum**

The middle school curriculum for the extended year summer math program is based on the curriculum used two years ago in the regular school setting, *Passport to Mathematics*. As in the Elementary, every middle school summer math teacher received a curriculum binder with lessons divided into concept areas. Each of these concepts is then taught during the course of the summer. Similar to the elementary program, the daily math lessons are designed to last 120 minutes and are divided into daily components such as warm-up exercises, lesson routines, an ongoing math project, and journal writing. More details within each section are described below:

### **Positions Held:**

During the 2007 Summer School Math Program, Ms. Hillary Ridolfi and Mrs. Jennifer Navarro, with assistance from Mr. Colin Bradley and Ms. Jennifer Huber, conducted the duties of the math consultant's position. During the beginning of summer school, Mrs. Navarro led an in-service for new teachers involved in the two-hour math program for elementary schools. Ms. Ridolfi led an in-service for all new teachers involved in the two-hour math program for the middle schools. Additionally, both supported all summer building sites, inventoried and managed summer school materials, and created updated teacher binders and student packets for the 2008 summer school program. This updated material includes work done by Curtis Strange teachers during the 2005 and 2006 summers, as well as suggestions from other elementary math teachers, in order to provide a more efficient application of current curriculum materials in support of the regular school year program.

### **Comments on Elementary and Middle School Math:**

The summer school final and mid-term report card, developed during the 2004 summer program, was used again this year. These reports have been revised to fit the new curriculum, matching their format to that used during the regular school year. Other suggestions made by the teachers through a summer survey are included in the following section of this report.

***GOAL 3: Pre Kindergarten and Kindergarten students will develop math and reading skills to prepare them for Kindergarten and First Grade.***

Getting Ready for Kindergarten and Getting Ready for First Grade are two-hour or four-hour sessions depending on site location. The focus of the curriculum is on reading and math readiness skills and standards. In an effort to improve curriculum, a variety of black master activity books in reading and math were purchased for these classes and used in 2007. Additionally, math manipulatives were made available for each class for the first time. Summer School teacher consultant, Jen Huber, worked with a number of the teachers throughout the summer to prepare an instructional guide that better matches our regular school year expectations. Additional materials for reading and math have been purchased to better service the needs of these students. These materials are the summer school supplements from the publishers currently incorporated into the regular school year. Principals will typically limit these classes to the minimum 13-student membership and a more than usual number of classes were held with fewer than 10 students. It is believed that the development of regional site locations has limited the participation in the Getting ready for Kindergarten (GRFK) class, as parents more often wish to send their child to their own sit school. Pleasant Prairie has not offered the GRFK class because since regional sites were developed.

	2003 <sup>(a)</sup>	2004	2005	2006	2007 <sup>(b)</sup>
<b>GETTING READY FOR KINDERGARTEN</b>	236	200	255	170	141
<b>GETTING READY FOR FIRST GRADE</b>	248	230	220	227	214
<b>CHAVEZ KINDERGARTEN PROGRAM</b>			32	72	53

<sup>(a)</sup> Last year prior to Regional Site locations. <sup>(b)</sup> Materials added to support classes.

***GOAL 4: Students in the elementary and secondary level special education programs will increase their participation in extended year programs, and students with more acute needs will increase their skills in the four functional areas of domestic/daily life, recreation/leisure, vocational/community and communication/social skills through the Life and Leisure Program.***

Students with special education needs participated in all aspects of summer school. An increased effort was made to provide special education support in all buildings. Most summer school sites hired special education teachers, and many sites were allowed to hire educational assistants depending on the special needs of the students in attendance. One elementary student and one middle school student were bused. The cost of bussing these two students was over \$12,000. In further investigation, neither student required bussing due to an “Extended School Year” (ESY) modification in their Individual Educational Plan (IEP). Why these students were bussed, and who approved the bussing, is not known. Special education students requiring bussing due to an ESY can be sent to Stocker or Mahone, where bussing is already provided for the Life and Leisure Program.

For students whose needs would be better addressed outside the traditional classroom, the Life and Leisure Program was offered again. The program was housed at Stocker Elementary School and Mahone Middle School. Students of all ages participated in activities that focused on life skills that related to each student’s IEP. Field trips and special activities were afforded to these students and were

funded through Special Education. Teachers and educational assistants were funded through summer school. Students in this program are bussed to summer school.

**MANDATED SPECIAL EDUCATION STUDENTS**

	READING			MATH		
	MANDATED	ATTENDED	% ATTENDED	MANDATED	ATTENDED	% ATTENDED
<b>2006</b>	675	214	32 %	720	226	32 %
<b>2007</b>	689	268	39%	795	284	36%

Extended School Year students whose IEP called for summer classes also participated in classes other than Life and Leisure. These services focused on speech, occupational and physical therapy.

***GOAL 5: High school students will obtain advanced credits or re-take failed course work toward graduation.***

Students in high school who were credit deficient are the first priority in the summer high school program. Accelerated Independent Study classes (AIS) were offered at Bradford, Tremper, Hillcrest, and Reuther Central High Schools. A large number of students took physical education classes, often because of the limited ability to participate in music due to block scheduling during the regular school year. While it was difficult to find certified secondary staff to teach summer school classes in 2006, enough staff was available for the class offerings this summer. A new pilot intervention program was started this year entitled ‘Early Start’ for incoming ninth grade students. An evaluation of the program is underway and revisions will be made as necessary to address concerns and improve the content of the class. The Phoenix Project, a program held at the Correctional Center, returned again this summer. This program offers course work to school aged incarcerated men to complete their ITED. The program ‘Achieve,’ offering students an opportunity to earn class credit while acquiring training in a variety of work experiences through the cooperation of CLC, was not offered this summer due to the loss of CLC Grant money.

<b>COMPARISON OF HIGH SCHOOL SUMMER SCHOOL ATTENDANCE</b>									
SUMMER	ENGLISH	MATH	SOCIAL STUDIES	SCIENCE	PHY. ED.	HEALTH	YEAR BOOK	PHOENIX PROJECT	EARLY START
<b>2006</b>	178	112	74	35	326	24	19	NA	NA
<b>2007</b>	144	104	81	70	427	NA	9	21	228

Accelerated Independent Study (AIS) is offered and all subject areas are available for students who are credit deficient at Reuther, Bradford, and Hillcrest. Math was offered at Tremper.

<b>ACCELERATED INDEPENDENT STUDY (AIS) ATTENDANCE</b>					
SUMMER	BRADFORD	HILLCREST	TREMPER	REUTHER CENTRAL	LAKEVIEW
<b>2006</b>	31	95	17	197	24
<b>2007</b>	20	108	28	270	NA

***GOAL 6: High School Special Education students that are at risk of becoming credit deficient will obtain credits through skill building work experience and independent study.***

The Hillcrest summer school program offered course work for students receiving special education services who were deficient in credits. The purpose was to provide a structure through which students can acquire credits toward graduation while benefiting from intensive instruction in the areas of language areas, self-advocacy, and work experience. The courses meet three days a week for four hours at a time and on the fourth day of the week students could use it for a job, to make up a day they missed during the week, or to get extra help from the teachers. Student's participation in the Hillcrest program is reported as part of AIS. Students in this program are bussed to summer school.

***GOAL 7: Elementary, Middle and High School level students will develop and increase their individual and group performance skills at various levels for string, wind, and percussion.***

The summer school music program provides an instructional opportunity for students beginning at the third grade level with string instruments and at the fourth grade level with wind and percussion instruments. At the middle and high school levels, students advance their individual and group performance skills. Students participated in a concert performed for their families at the end of the summer session. A variety of activities and performances by the summer Continental Band, Rambler Band, and Band of the Black Watch occur throughout the summer providing an opportunity for students to perform for their families and community.

**Continental Band:**

The Kenosha Continental Band is comprised of the Kenosha School District's rising sixth grade students. This year's 92 members participated in the Kenosha Veterans Parade, the Waterford Independence Day Parade, the Port Washington Fish Day Parade, the Verzal Memorial Concert, the Kenosha Band Shell Concert, the Band Booster Ice Cream Social concert, and at the Festival of Arts and Flowers. The Continental Band also participated in a two-day intensive camp at the beginning of summer where they learned how to march. They also participated in sectionals and master classes with instructors from both the Kenosha and Milwaukee areas.

**Rambler Band:**

The Rambler band was kept busy this past summer. After the band camp at Carroll College, they participated in the Sun Prairie Flags of Freedom competition and parade at the end of June. They then participated in the Kenosha parade. A few days later, on the Fourth of July, they marched in two parades in Illinois, one in Lake Bluff and another in Skokie. The next weekend, they marched in the Bristol Progress Days parade, and then played at the band shell later that night along with the Continental Band. After a well-deserved trip to Noah's Ark, they played at the Verzal Memorial Concert at Tremper High School with the other summer bands. This concert succeeded in raising a good amount of money for students who have financial difficulties in paying for their summer band fees. Lastly, they played at both the Ice Cream Social and the Festival of Arts and Flowers at the end of July.

The Rambler band had a difficult repertoire to keep them challenged throughout the course of the summer. They played three concert pieces: "Fortress" by Frank Ticheli, "National Emblem" by E.E. Bagley, and "Model T" by Sammy Nestico. In addition, they marched to an arrangement of the Ernesto Lecuona classic, "Malaguena." The Rambler band played this music admirably and with great maturity for students their age.

## **Band of the Black Watch:**

Entering their 28th season of competition, the Band of the BlackWatch continues to provide a unique blend of musical precision and excitement for audiences throughout the country. As ambassadors of music for Kenosha and the Kenosha Unified School District, the 2007 BlackWatch presented in concert, “Joy” by Joseph Curiale, “Pacem” by Robert Spittal, “Strange Humors” by John Mackey and “Selections from Wicked” arranged by Jay BoCook. When marching on the street, The Band of the BlackWatch feature dChick Corea’s jazz classic “Spain” and the Doobie Brothers hit “Takin It to the Streets”.

This year the Band of the BlackWatch appeared in the Swedish Days Parade in Geneva, Illinois, the Kenosha Independence Day Parade, and the Flags of Freedom Band Rally in Sun Prairie, WI. On the Fourth of July the band appeared in parades in Lake Bluff, Skokie and Morton Grove, Illinois. In addition to the band shell concert, the BlackWatch hosted the 6th Annual Jeff Verzal Memorial Concert at Tremper High School. The Band of the BlackWatch ended their summer with a trip to New York City for a performance at the United Nations and a sightseeing tour of the New York area.

## **Orchestra Program**

The summer orchestra program was staffed by five KUSD orchestra teachers. The program consisted of beginner classes, an orchestra for first and second year players (Cadets) and an orchestra for middle school students (Advanced). Classes were held at Lincoln Middle School and Bradford High School. All the students performed in a concert on July 24 at Reuther Central High School. The Advanced Orchestra also performed at the KUSD Festival of Arts and Flowers. The Kenosha Orchestra Boosters helped us end the summer with a pizza and pool party at Washington Bowl Pool the day after the concert.

## **Elementary Choir**

For the first time, an elementary enrichment choir program was offered at Curtis Strange Elementary. Students participated in a two-hour program, which included learning how to play the recorder. Two choirs totaling 31 students were formed based on the age of the students. The choir performed at the Festival of Arts and Flowers.

<b>SUMMER SCHOOL MUSIC ATTENDANCE</b>							
<b>YEAR</b>	<b>BEGINNING ELEMENTARY STRINGS</b>	<b>CADET ELEMENTARY STRINGS</b>	<b>ADVANCED STRINGS</b>	<b>K-L BAND</b>	<b>CONTINENTAL BAND</b>	<b>RAMBLER BAND</b>	<b>BAND OF THE BLACK WATCH</b>
2006	146	99	75	88	90	126	125
2007	147	95	79	110	45	83	152

***GOAL 8: Elementary, Middle and High School students will develop skills related to a large theater performance.***

The theater arts summer program has become an area of pride for the community. The program at Bradford, known as the Kenosha Youth Performing Arts Company, was started in 1999 with 155 students participating and has developed into a major production featuring students from all public, private, and parochial schools. It features students from kindergarten through twelfth grade. A second program began in the summer of 2003 at Lincoln Middle School for the participation of students in fifth

through eighth grade, and now includes students in all grades. KYPAC performed “**The Wizard of Oz**” and Lincoln performed “**Jesus Christ Superstar.**” during the 2007 summer school session. Both programs received an excellent write-up with photographs in the Kenosha News.

<b>SUMMER SCHOOL THEATER ARTS ATTENDANCE</b>		
<b>YEAR</b>	<b>BRADFORD KYPAC PROGRAM</b>	<b>LINCOLN MIDDLE SCHOOL THEATER ARTS PROGRAM</b>
2006	141	113
2007	181	70

***GOAL 9: Students will progress through the established water safety - swimming program.***

Two swimming programs were offered during the summer. One was an instructional program for students aged six to 14. The other was a competitive program for students aged 7 to 14. The instructional sessions met 12 days for 45 minutes and followed the Red Cross instruction and leveling system. Three additional classes were added to the instructional program, resulting in an increase of 56 students. Students in the competition program participated in meets throughout the immediate area.

<b>INSTRUCTIONAL SWIM PARTICIPATION</b>							
	2001	2002	2003	2004	2005	2006	2007
<b>NUMBER OF PARTICIPANTS</b>	775	901	1149	1047	1044	1048	1104

In 2005 we added three other instructional elementary physical education “camps” in soccer, basketball, and tennis. Curriculum was written and lessons were taught for children ages 6 to 11 in soccer, basketball, and tennis. In 2006 instructional baseball/softball was added. For 2007 there were 457 students participating in these instructional programs.

***GOAL 10: Students will have enriched activities through the 21<sup>st</sup> Century Community Learning Centers and Recreation Departments.***

The 21<sup>st</sup> Century Community Learning Center Programs sponsored programs at Columbus, Frank and Edward Bain School of Language and Art elementary schools. The three elementary sites were open Monday through Friday from 10:00 – 3:30 for six weeks. The total enrollment for all sites was 156. Detailed enrollment information is as follows:

<b>School</b>	<b>Total Enrollment</b>	<b>Ave. Daily Attn.</b>
EBSOLA	78	49
Frank	30	18
Columbus	48	32
<b>Total</b>	<b>156</b>	<b>99</b>

The elementary sites offered a variety of activities including: AM Reading and Math Activities, Arts and Crafts, CYC Little Brewers, UW-Extension Junior Masters Gardener Program, swimming and UW-Extension 4-H Rocket Building. CLC students participating in rocketry and other crafts and had an opportunity to enter them for judging as part of the Fair in the City sponsored by UW-Extension. Participants were also invited to the Fair in the City held in Lincoln Park on August 3 to pick up their projects and ribbons.

## EVALUATION OF 2007 SUMMER SCHOOL RECOMMENDATIONS

The following recommendations were approved by the Board on January, 2007, and were to be implemented for the 2007 summer school program. An up-date and evaluation follows each recommendation.

- **Update, refine, or replace current Extended Year Math program at the elementary and middle school levels cooperatively with Curriculum and Instructional Services.**

Current math materials have been used since the extended year program began in 1999. With the cooperation of Instructional Services, Summer School purchased new math manipulatives for the 2007 session. The teachers throughout the summer utilized the manipulative materials and lessons have been developed. Under the direction and consultation of Instructional Service's elementary math consultant, Fran Romano, the Summer School teacher consultants, collaborating with other summer school teachers, have refined and revamped the elementary Summer School math curriculum to align with the newly adopted District Standards. The District's Most Essential Benchmarks have been addressed in the curriculum. New pre and posttests have been developed to match the curriculum, and assessment/progress forms were revised. The concerns over copyright issues were carefully addressed and the new program completely falls within all copyright guidelines. As with the start of the 2007 summer session, the middle level needs to continue the investigation of a new program. No work was undertaken on the middle school curriculum this past summer.

- **Replace lost and damaged *Houghton Mifflin Reading Teacher Kits for the Elementary Schools***

As was recommended, reading kits for the use at five summer school sites were purchased for approximately \$47,000. After further investigation, it has been determined that the remaining kits have been maintained and are in very good condition and fully usable. All schools for the 2008 summer session will have complete reading kits to use in each grade. The Board had previously approved a recommendation to include the summer reading materials as part of the regular school year adoption. It is expected that this will happen during the next textbook adoption cycle.

- **Through Curriculum and Instructional Services, develop or purchase a reasonable Pre and Posttest for the Summer school reading program**

Current reading pre and posttests were created using district materials from the regular school year Houghton Mifflin program. This was needed when the District moved to the regional site plan and the computer SRI program could no longer be utilized. Current work on common assessments and the change over to the new 'Student Information System, 'Zangle', has delayed this process. We will continue to work with the Department of Instruction to implement a new assessment instrument to be used for summer school. A pilot at two elementary schools was done using the current school year assessment materials that have recently been developed. It was found that this process required more time than available to summer school teachers. An assessment that is easy to administer and can be quickly scored is needed.

- **Eliminate the midterm progress report for all students and require summer school staff to notify parents only when students are not maintaining appropriate progress.**

The Board removed this recommendation and the midterm progress report continues to be utilized. We are developing a new form to better align with the end-of-summer progress report.

- **Design a new end-of-summer “Student Progress Report” to more closely align with the current progress reports used during the regular school year.**

A new end-of-summer report has been developed to reflect the changes in the regular school year assessment reports. The new reports will give parents and teachers a better understanding of the child’s summer progress.

- **Modify the high school summer school schedule so that all credit classes are required the same number of hours and align all summer school classes to the same schedule.**

The 16 day, Monday through Friday, 4.5-hour program was implemented at Indian Trail Academy, Tremper, and Bradford this summer, and worked well. More students were able to take advantage of the schedule and complete two summer school classes than they were in previous years. This was evident in the increased offerings of academic make-up classes offered at these high schools. Reuther Central and Hillcrest continued their programs as in the past due to the nature of these programs.

- **Fully utilize the regional site plan model at the middle school level through the combining of students at the partner-school sites.**

The two middle school sites, Mahone with McKinley and Lincoln with Lance, continued to operate more independently from one another. However, there was some combining of students at Lincoln and staff hiring was fully within reason. Further discussion needs to take place regarding the combining of Washington and Bullen at Bradford high school.

- **Consideration should be made to add air conditioning to schools open as part of the regional site plan.**

Certain elementary sites without air conditioning are utilized because of location. Facilities estimated that it would cost approximately \$550,000.00 to \$750,000.00 to air condition Harvey (centrally located between Bose and Grant) and \$750,000.00 to \$950,000.00 to air condition Vernon that combines with Southport and Grewenow. To air condition these schools all of the unit ventilators would need to be replaced with a cooling coil unit and the steam boilers would potentially be converted to a hot water system. Due to asbestos abatement this summer, Southport, which has two wings that are air conditioned, was the host site for these three schools. While it was felt that Southport is a usable site for summer school, there was a 52-student drop in attendance and the overall class sizes were small. The Summer School office will work with the principals to determine which site would be best. Since asbestos abatement will continue at Vernon in the summer of 2008, Southport will again be used. This will give us two years of data to assess the continued use of Southport as the main regional site for summer school. There are two other sites used which are not air conditioned, Curtis Strange, which would be similar in costs as Harvey Elementary, and Roosevelt. With the opening of the new Brass Community site school, Roosevelt could be closed for the summer.



- **Reporting of student progress at the elementary and middle school levels should be based on a progress standard of Pass/Fail rather than by letter grade.**

The new Summer School Progress reports will align with regular school year assessment reports; however, students will still receive a letter grade.

- **Elementary and middle school principals should adopt a standard procedure for exempting students from summer school.**

Current mandating procedures for Summer School were defined when the Board accepted the Summer School recommendations in 1998. To eliminate any conflicts and to create a more uniform procedure for mandating students to the remedial summer school program, administration should review and revise, as needed, the procedure on student retention (Administrative Regulation 5118.3; Policy and Rule 5311; Policy and Rule 5118.1; and Policy and Rule 6454.1) and the mandating of students to our remedial summer school program. To date, no progress has been made on this recommendation.

### **Budget Impact**

#### **Budget**

The budget for the 2006-2007 summer-school programs was \$1,036,737.80. Expenditures, as of October 18, 2007 were \$1,062,327.61 leaving a negative balance in the Summer School budget of approximately (\$25,600.00). At the time of this report a small number of accounts still had minimal activity. The summer school revenue is part of the general fund account. Full budget information will be available for review to the Board as it becomes available to the Superintendent. See Appendix B1.

#### **Summer School FTE**

The Wisconsin Department of Public Instruction allocates student aid for summer school at 40% of the regular school year per full time equivalent students (FTE). This summer's average daily membership (ADM) accounted for 487 FTE as compared to 519 FTE in 2006. The FTE in 2004, the first year of the regional site plan was 517. Distribution of this aide is divided over a three-year period.

#### **Staff Hiring**

Staff hiring at the elementary and middle school levels is done by building principals in early May based on projected enrollments of mandated students. At the elementary and middle levels, we have set the minimum student to teacher ratio at 13:1 in reading and 15:1 in math. Though student exemptions should be completed by this time, the summer school office often does not receive the exemptions lists from buildings until early June or later. While principals make every effort to have parents register their child for summer school, many wait until the last week or do not register their child until summer school begins. Often, these parents will ask for an exemption for their child, some which will be granted due to transportation problems. Other parents may opt to have their child tutored. Thus, principals often hire staff based on these higher projected numbers resulting in smaller than expected class sizes. At the same time, we also have buildings that have an influx of students and additional hiring is needed after the start of summer school. This usually occurs when a grade level enrolls 21 to 24 students making the class too

large for the summer, yet when split, below the minimum. The number of students with disabilities may also determine the size of the summer school class.

At the elementary level, open sites combined students into classrooms from the various schools. While 2007 enrollments decreased, staffing remained close to the same number as 2006. There was an increase in the number of elementary classes with enrollment under 10 students. A more careful hiring at some sites could have resulted in the reduction of nine staff members, saving about \$24,000.00.

Middle School sites continue to operate independently from one another at both Mahone with McKinley, and Lincoln with Lance. Class sizes, which should be maintained at a student to teacher ratio of 15:1, averaged 13:1.

Bradford and Tremper high schools, along with Indian Trail Academy went to a 16-day, 4.5-hour schedule. While more academic classes were offered for make-up credit, class sizes were lower than in previous years in many of the classes. Combining class session offerings at one site instead of all three high schools offering the classes could have resulted in the reduction of seven staff members, saving about \$18,600.00. Due to the addition of the "Early Start" program, which brought eighth grade students to the high school buildings, additional security and clerk time was requested and received. This resulted in an additional expenditure of \$2,616.46 for security and \$3,100.07 for clerk hours. The "Early Start" program also resulted in an additional \$3,123.85 in copy costs.

While the Accelerated Independent Study program at Reuther Central high School accommodated an additional 77 students this summer, the cost for this program increased by almost \$22,000.00. This would equate to an additional nine teachers over 2006.

### **Special Education**

Funding for Special Education certified staff decreased in 2007 by \$26,000.00. More assistants were hired to help students with special needs directly in the classroom. Only two elementary buildings indicated to the Summer School office a need for an additional special education teacher. High school principals indicated that a special education teacher was needed for the "Early Start" program.

### **Bussing**

Summer School only provides bussing for students in the enrichment Life and Leisure program, Hillcrest, and students with an Extended School Year program (ESY). All bussing for 2007 was paid from the Fund 10 account, while in past years the majority of the bussing was paid through the Fund 27 account. Bussing for these students is determined by the Department of Special Education. Bussing in 2007 cost \$136,197.67 compared to the 2006 costs of \$79,015.86

The largest increase in the summer school expenditures for 2007 came from transporting special education students per the following breakdown:

**Chavez Center:** Early Childhood students (Cannot be counted on Summer School FTE)  
1 AM session with 2 students at 169.60 for routes cost and \$55.36 for monitor costs = \$214.96 per day  
1 PM session with 3 students same as above in cost. (\$214.96)  
Cost for the 20 days: \$8,598.40

**Lincoln Middle:**

1 lift bus for 1 student at \$193.80 for routes and \$55.36 for the monitor = \$249.16 per day  
Cost for 24 days: \$5,979.84

**Whittier:**

1 bus for 1 student at \$169.60 for routes and \$55.36 for monitor costs = \$214.96 per day  
Cost for 24 days: \$5,159.04

**KAC:** Early Intervention (Cannot be counted on Summer School FTE) 1 bus for 2 students at \$169.60 for the route and \$55.36 for the monitor = \$214.96 per day  
Costs for 10 days: \$2,149.60

The total cost for bussing these nine students was \$21,886.88. With the exception of KAC, these students could attend summer school at either Mahone or Stocker, which already busses students for the Life and Leisure program.

**Budget Comparison**

When comparing the budget expenditures, please keep in mind the following differentials:

2005: No new programs or major purchases were made with this budget.

2006: The District increased the hiring of special education teachers to address the population of student with disabilities. A limited number of elementary enrichment classes were started. Middle School reading materials were purchased.

2007: The new “Early Start” program, which moved eighth graders to the high school, was started. Elementary reading and math materials were purchased. There was an increase in bussing costs of almost \$75,000.00.

**The budget for the 2006-2007 summer school program was \$1,036,737.80.**

<b>Regional Site Cost Savings</b>				
	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Summer School	\$132,614.00	\$108,327.00	\$ 53,737.00	(\$24,590.00)
Facilities	\$113,000.00	\$106,673.00	\$163,219.00	\$96,402.00
<b>Total Savings</b>	<b>\$245,614.00</b>	<b>\$215,000.00</b>	<b>\$216,956.00</b>	<b>\$71,812.00</b>

Facilities savings costs is based on a permanent reduction of \$85,000.00 previously used to hire additional staff for cleaning the buildings and savings from utilities over the previous year. The 2006 report mistakenly used the wrong utilities figure. Savings in 2006 should b approximately \$120.000.00.

**APPENDIX**

**B1**

KEY	OBJ	DESCRIPTION	EXPENDED 2007	EXPENDED 2006	EXPENDED 2005
9991100000	2113	Perm FT teachers (Undiff./Various: high school, GRFK, GRFFG)	145,730.70	118,737.00	108,637.98
9991220000	2113	Perm FT teachers (Reading EYR)	124,111.00	134,073.20	160,147.20
9991240000	2113	Perm FT teachers (Math EYM)	144,562.50	151,418.88	148,619.90
9991430000	2113	Perm FT teachers (PE, Recreation)	31,788.00	34,263.00	35,851.50
9991613000	2113	Perm FT teachers (Co-Curric:Theater)	13,230.00	13,068.00	14,562.00
9992130000	2113	Perm FT teachers (Guidance)	11,196.00	11,880.00	11,934.00
9992222000	2113	Perm FT teachers (Library)	14,607.00	13,275.00	12,987.00
9991100000	2114	Perm FT teacher consultant (Program Coordinators; L&L, Music, CLC)	14,757.25	17,676.88	13,714.50
9991220000	2114	Perm FT teacher consultant (READING)	6,563.75	4,069.45	8,208.50
9991240000	2114	Perm FT teacher consultant (MATH)	6,390.25	7,183.76	7,333.50
<b>9992410000</b>	<b>2114</b>	Perm FT teacher consultant (Summer School Coordinator)	11,034.54	11,552.00	10,301.85
9991220000	2115	Perm FT other professionals (Reading: curric writing)	1,404.00	0.00	0.00
9991240000	2115	Perm FT other professionals (Math: curric writing)	1,890.00	0.00	0.00
9991100000	2143	Temp Pt sub/teach (All teacher substitutes)	31,248.00	37,237.50	13,347.00
<b>9992410000</b>	<b>2147</b>	Temp PT secretary (Principals' Clerks)	29,026.36	25,926.29	26,092.42
9991100000	2149	Temp PT ed assistants (undiff. Ed. Assistant: ESCAPE, Chavez and non-special ed.)	5,273.10	7,197.45	5,457.78
9991430000	2149	Temp PT ed assistants (Swimming assistants)	16,468.09	16,087.21	14,975.82
9991613000	2149	Temp PT ed assistants (Academic. Co-curric. Assistants: Theater)	3,280.50	2,032.40	3,131.28
9992222000	2149	Temp PT ed assistants (Library Assistant)	3,912.30	3,675.84	0.00
9992537000	2149	Temp PT ed assistants (Security)	8,516.03	6,499.57	8,662.26
<b>9991100000</b>	<b>2171</b>	Add'l pay-extra assignment (Undiffer., Dept. Chair: Lead Teacher Pay)	0.00	0.00	0.00
		<b>Salaries</b>	<b>624,989.37</b>	<b>615,853.43</b>	<b>603,964.49</b>
		<b>Benefits</b>	<b>74,710.49</b>	<b>89,958.70</b>	<b>91,516.50</b>
	<b>***** TOTAL</b>	<b>Salaries and Benefits</b>	<b>699,699.86</b>	<b>705,812.13</b>	<b>695,480.99</b>

KEY	OBJ	DESCRIPTION	EXPENDED 2007	EXPENDED 2006	EXPENDED 2005
9992140000	2313	Pupil services (Nurses Contract)	15,544.50	14,564.00	13,054.80
9992410000	2343	Empl in-dist mileage (Milage Reimbursements)	212.50	283.86	257.33
9992410000	2353	Postage (Coordinator's Mailing: Contracts)	0.00	150.63	149.57
9991220000	2354	Printing/copying (Reading)	1,049.27	526.64	384.30
9991240000	2354	Printing/copying (Math)	3,913.14	1,311.92	199.47
9992410000	2354	Printing/copying (Coordinator: Brochure; other)	2,700.06	2,497.89	2,207.75
	<b>**** TOTAL</b>	<b>Purchased Services</b>	<b>23,419.47</b>	<b>19,334.94</b>	<b>16,253.22</b>
9991100000	2411	General supplies (undiff. Supplies: Use for buildings)	12,411.99	10,666.76	13,838.47
9992410000	2411	General supplies (Replace Reading kits in 2006)	3,559.14	940.23	206.21
9991100001	2470	Textbooks (Reading Kits)	47,740.15	30,491.93	0.00
	<b>***** TOTAL</b>	<b>Supplies</b>	<b>63,711.28</b>	<b>42,098.92</b>	<b>14,044.68</b>
9991100001	2552	New Equip \$1000-5000 each (Computers/printers in 2006)	2,626.00	5,037.75	0.00
	<b>***** TOTAL</b>	<b>Capital Outlay</b>	<b>2,626.00</b>	<b>5,037.75</b>	<b>0.00</b>
	<b>***** TOTAL</b>	<b>Local Funding</b>	<b>789,456.61</b>	<b>772,283.74</b>	<b>725,778.89</b>
	<b>***** TOTAL</b>	<b>Title 1</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
9991100704	2113	Perm FT teachers Accelerated Independent Study	41,629.05	29,925.00	29,245.50
9991100704	2143	Temp Pt sub/teach (Paid from 9991100000 2143)	0.00	0.00	0.00
		<b>AIS Salaries</b>	<b>41,629.05</b>	<b>29,925.00</b>	<b>29,245.50</b>
		<b>AIS Benefits</b>	<b>5,762.85</b>	<b>5,030.29</b>	<b>4,780.51</b>
	<b>***** TOTAL</b>	<b>Accelerated Independent Study (AIS)</b>	<b>47,391.90</b>	<b>34,955.29</b>	<b>34,026.01</b>
	<b>***** TOTAL</b>	<b>General Fund</b>	<b>836,848.51</b>	<b>807,239.03</b>	<b>759,804.90</b>
9991520111	2113	Perm FT teachers (EC-don't count in summer school numbers)	2,497.50	2,296.80	2,061.00
9991566111	2113	Perm FT teachers (Speech-Lang. Pathology)	2,763.00	7,960.50	10,952.16
9991580111	2113	Perm FT teachers (Spec. Ed. Cross categorical)	41,265.00	67,090.50	44,037.00
9992181111	2113	Perm FT teachers (Occupational therapy- OT)	1,530.00	576.00	1,962.00
9992182111	2113	Perm FT teachers (Physical Therapy- PT)	0.00	0.00	1,845.00
9991591111	2147	Temp PT secretary (Spec. Ed. Clerk) Should not use List clerk as reg. Ed.	548.56	2,888.44	2,683.68
9991566144	2149	Temp PT ed assistants Should not use	5,374.51	3,795.34	6,906.78
9991591111	2149	Temp PT ed assistants (Spec. Ed. Assistants)	26,118.27	19,436.29	22,683.93
	<b>***** TOTAL</b>	<b>Salaries</b>	<b>80,096.84</b>	<b>104,043.87</b>	<b>93,131.55</b>
<b>***** TOTAL</b>		<b>Benefits</b>	<b>9,184.61</b>	<b>16,040.85</b>	<b>13,964.59</b>
	<b>***** TOTAL</b>	<b>Special Education Aided Costs</b>	<b>89,281.45</b>	<b>120,084.72</b>	<b>93,131.55</b>

KEY	OBJ	DESCRIPTION	EXPENDED 2007	EXPENDED 2006	EXPENDED 2005
9992561000	2341	Pupil bus travel (Special Ed.: L&L, Hillcrest) Should be taken from Fund 27	136,197.67	17,994.90	3,192.00
9992565119	2341	Pupil bus travel	0.00	61,020.96	74,387.92
*****	<b>TOTAL</b>	<b>Purchased Services</b>	<b>136,197.67</b>	<b>61,020.96</b>	<b>74,387.92</b>
*****	<b>TOTAL</b>	<b>Special Ed Non-Aided Costs</b>	<b>136,197.67</b>	<b>61,020.96</b>	<b>74,387.92</b>
		<b>GRAND TOTAL:</b>	<b>1,062,327.63</b>	<b>988,344.71</b>	<b>927,324.37</b>

## S1

<b>ELEMENTARY SITES: SUMMER SCHOOL ENROLLMENT</b>			
Host school	Partner School(s)	2006 Student Enrollment <sup>(a)</sup>	2007 Student Enrollment <sup>(b)</sup>
Harvey Elementary	Grant and Bose Elementary	254	240
Frank Elementary	Lincoln and Durkee Elementary	273	181
EBSOLA	Jeffery and Wilson Elementary	468	428
Columbus Elementary	Roosevelt Elementary (Host site in 2006)	178	100
Southport Elementary	Grewenow and Vernon (Host site in 2006) Elementary	237	185
Whittier Elementary	Jeffery Elementary	243	215 <sup>(c)</sup>
Stocker Elementary	Forest Park and Somers Elementary	278	278
Strange Elementary	McKinley Elementary (Host site in 2006)	207	231
Pleasant Prairie El.	Prairie Lane El.	167	129

<sup>(a)</sup> Based on active Pentamation data 7-6-06 unduplicated count. <sup>(b)</sup> Based on active Pentamation data 7-18-07 unduplicated count. <sup>(c)</sup> Includes ESCAPE Enrichment

<b>MIDDLE SCHOOL SITES: SUMMER SCHOOL ENROLLMENT</b>			
Host School	Partner School	2006 Student Enrollment <sup>(a)</sup> Grades 6, 7, 8	2007 Student Enrollment <sup>(b)(c)</sup> Grades 6, 7
Lincoln M. S.	Lance M. S.	156	116
Mahone M. S.	McKinley M. S.	330	195
Washington M. S.		203	148
Bullen M. S.		219	137

<sup>(a)</sup> Based on active Pentamation data 7-6-06 unduplicated count. <sup>(b)</sup> Based on active Pentamation data 7-18-07 unduplicated count. <sup>(c)</sup> Eighth grade pilot "Early Start" at high schools in 2007

**HIGH SCHOOL SITES: SUMMER SCHOOL ENROLLMENT**

School	2006 Student Enrollment <sup>(a)</sup>	2007 Student Enrollment <sup>(b)</sup>	2007 Student Enrollment <sup>(b)</sup> Ninth Grade “Early Start”
Bradford	314	215	97
Tremper	289	292	79
Indian Trail	306	183	46
Reuther	197	227	N/A
Hillcrest	119	95	N/A
Lakeview	24	N/A	N/A

<sup>(a)</sup> Based on active Pentamation data 7-6-06 unduplicated count. <sup>(b)</sup> Based on active Pentamation data 7-18-07 unduplicated count.

**ELEMENTARY READING**

**R1**

**ELEMENTARY STUDENTS IN THE MINIMAL PROFICIENCY CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN READING**

**NOTE: The following tables have been formatted to accommodate the Six-year Benchmark and Academic Indicators**

<b>Total Elementary</b>						
	2005 – 2006	2006 - 2007	2007-2008	2008-2009	2009 - 2010	2010-2011
District Benchmark*	5.95%	4.63%	3.97%	2.64%	1.32%	0%
DISTRICT ENROLLMENT	4663	4766				
# OF MINIMAL STUDENTS	281	235				
% OF MINIMAL STUDENTS	6.02%	4.93%				

<b>GRADE 3</b>						
	2005 – 2006	2006 - 2007	2007-2008	2008-2009	2009-2010	2010-2011
District Benchmark*	5.95%	4.63%	3.97%	2.64%	1.32%	0%
DISTRICT ENROLLMENT	1493	1624				
# OF MINIMAL STUDENTS	75	84				
% OF MINIMAL STUDENTS	5.02%	5.17%				

<b>GRADE 4</b>						
	2005 – 2006	2006 - 2007	2007-2008	2008-2009	2009-2010	2010-2011
District Benchmark*	5.95%	4.63%	3.97%	2.64%	1.32%	0%
DISTRICT ENROLLMENT	1577	1541				
# OF MINIMAL STUDENTS	96	64				
% OF MINIMAL STUDENTS	6.09%	4.15%				

<b>GRADE 5</b>						
	2005 – 2006	2006 - 2007	2007-2008	2008-2009	2009-2010	2010-2011
District Benchmark*	5.95%	4.63%	3.97%	2.64%	1.32%	0%
DISTRICT ENROLLMENT	1593	1601				
# OF MINIMAL STUDENTS	110	87				
% OF MINIMAL STUDENTS	6.91%	5.43%				

\*Reflects criteria used before the 2006 Summer School session

## R2

### MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN READING

TOTAL ELEMENTARY						
	2005 – 2006	2006 - 2007	2007-2008	2008-2009	2009-2010	2010-2011
DISTRICT ENROLLMENT	4663	4766				
# OF MANDATED STUDENTS	956	889				
% OF MANDATED STUDENTS	20.5%	18.65%				

GRADE 3						
	2005 – 2006	2006 - 2007	2007-2008	2008-2009	2009-2010	2010-2011
DISTRICT ENROLLMENT	1493	1624				
# OF MANDATED STUDENTS	323	343				
% OF MANDATED STUDENTS	21.63%	21.12%				

GRADE 4						
	2005 – 2006	2006 - 2007	2007-2008	2008-2009	2009-2010	2010-2011
DISTRICT ENROLLMENT	1577	1541				
# OF MANDATED STUDENTS	315	285				
% OF MANDATED STUDENTS	19.97%	18.49%				

GRADE 5						
	2005 – 2006	2006 - 2007	2007-2008	2008-2009	2009-2010	2010-2011
DISTRICT ENROLLMENT	1593	1601				
# OF MANDATED STUDENTS	318	261				
% OF MANDATED STUDENTS	19.96%	16.30%				

## R3

SAME CLASS PROGRESSION: 2005-06 GRADE 3 to 2010-11 GRADE 8						
	2005 – 2006 Grade 3	2006 – 2007 Grade 4	2007-2008 Grade 5	2008-2009 Grade 6	2009-2010 Grade 7	2010-2011 Grade 8
DISTRICT ENROLLMENT	1493	1541				
# OF MANDATED STUDENTS	323	285				
% OF MANDATED STUDENTS	21.63%	18.49%				

SAME CLASS PROGRESSION: 2005-06 GRADE 4 to 2010-10 GRADE 8					
	2005 – 2006 Grade 4	2006-2007 Grade 5	2007-2008 Grade 6	2008-2009 Grade 7	2009-2010 Grade 8
DISTRICT ENROLLMENT	1577	1601			
# OF MANDATED STUDENTS	315	261			
% OF MANDATED STUDENTS	19.97%	16.30%			

SAME CLASS PROGRESSION: 2005-06 GRADE 5 to 2010-11 GRADE 8				
	2005 – 2006 Grade 5	2006 – 2007 Grade 6	2007-2008 Grade 7	2008-2009 Grade 8
DISTRICT ENROLLMENT	1593	1592		
# OF MANDATED STUDENTS	318	274		
% OF MANDATED STUDENTS	19.96%	17.21%		



**R4**

**ELEMENTARY READING BY ETHNICITY AND ECONOMIC STATUS**

**TOTAL ELEMENTARY STUDENTS MANDATED IN READING: 2006– 2007**

2006-2007	Ethnicity				Economic Status		
	African American	Hispanic	White	Other	Disadv.	Not Disadv.	Total
<b>Total Elementary</b>							
<i>District Enrollment</i>	827	889	2941	109	2034	2732	4766
# Mandated	253	265	358	13	615	274	889
<b>% Mandated</b>	<b>30.60%</b>	<b>29.8%</b>	<b>12.17%</b>	<b>11.93%</b>	<b>30.24%</b>	<b>10.03%</b>	<b>18.65%</b>
# Mandated (Minimal)	71	67	92	5	172	63	235
% Mandated (Minimal)	8.59%	7.54%	3.13%	4.59%	8.46%	2.31%	4.93%
# Mandated (Basic)	182	198	266	8	443	211	654
% Mandated (Basic)	22.01%	22.27%	9.04%	7.34%	21.78%	7.72%	13.72%

**Grade 3**

<i>District Enrollment</i>	278	316	994	36	730	894	1624
# Mandated	95	99	143	6	243	100	343
<b>% Mandated</b>	<b>34.17%</b>	<b>31.33%</b>	<b>14.39%</b>	<b>16.67%</b>	<b>33.29%</b>	<b>11.19%</b>	<b>21.12%</b>
# Mandated (Minimal)	22	22	39	1	65	19	84
% Mandated (Minimal)	7.91%	6.96%	3.92%	2.78%	8.90%	2.13%	5.17%
# Mandated (Basic)	73	77	104	5	178	81	259
% Mandated (Basic)	26.26%	24.37%	10.46%	13.89%	24.38%	9.06%	15.95%

**Grade 4**

<i>District Enrollment</i>	289	278	943	31	645	896	1541
# Mandated	84	83	112	6	187	98	285
<b>% Mandated</b>	<b>29.07%</b>	<b>29.86%</b>	<b>11.88%</b>	<b>19.35%</b>	<b>28.99%</b>	<b>10.94%</b>	<b>18.49%</b>
# Mandated (Minimal)	23	16	22	3	46	18	64
% Mandated (Minimal)	7.96%	5.76%	2.33%	9.68%	7.13%	2.01%	4.15%
# Mandated (Basic)	61	67	90	3	141	80	221
% Mandated (Basic)	21.11%	24.10%	9.54%	9.68%	7.13%	2.01%	14.34%

**Grade 5**

<i>District Enrollment</i>	260	295	1004	42	659	942	1601
# Mandated	74	83	103	1	185	76	261
<b>% Mandated</b>	<b>28.64%</b>	<b>28.14%</b>	<b>10.26%</b>	<b>2.38%</b>	<b>28.07%</b>	<b>8.07%</b>	<b>16.30%</b>
# Mandated (Minimal)	26	29	31	1	61	26	87
% Mandated (Minimal)	10.00%	9.83%	3.09%	2.38%	9.26%	2.76%	5.43%
# Mandated (Basic)	48	54	72	0	124	50	174
% Mandated (Basic)	18.46%	18.31%	7.17%	0.00%	18.82%	5.31%	10.87%

**R5**

**TWO-YEAR PERCENTAGE COMPARISONS OF ELEMENTARY STUDENTS MANDATED IN READING USING THE WKCE-CRT**

**NOTE: The following tables have been formatted to accommodate the Six-year Benchmark and Academic Indicators**

Ethnic/Econ. Status	YEAR					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b><i>African American</i></b>						
% Minimal	11.43%	8.59%				
% Basic	24.62 %	22.01%				
<b>% Mandated</b>	<b>36.05%</b>	<b>30.60%</b>				
<b><i>Hispanic</i></b>						
% Minimal	10.06%	7.54%				
% Basic	22.98%	22.27%				
<b>% Mandated</b>	<b>33.04%</b>	<b>29.80%</b>				
<b><i>White</i></b>						
% Minimal	3.48%	3.13%				
% Basic	9.73%	9.04%				
<b>% Mandated</b>	<b>13.21%</b>	<b>12.17%</b>				
<b><i>Other</i></b>						
% Minimal	5.89%	4.59%				
% Basic	5.88%	7.34%				
<b>% Mandated</b>	<b>11.77%</b>	<b>11.93%</b>				
<b><i>Disadvantaged</i></b>						
% Minimal	10.85%	8.46%				
% Basic	22.85%	21.78%				
<b>% Mandated</b>	<b>33.70%</b>	<b>30.24%</b>				
<b><i>Not Disadvantaged</i></b>						
% Minimal	2.64%	2.31%				
% Basic	8.59 %	7.72%				
<b>% Mandated</b>	<b>11.23%</b>	<b>10.03%</b>				
<b><i>Total Elementary</i></b>						
% Minimal	6.04%	4.93%				
% Basic	14.46%	13.72%				
<b>% Mandated</b>	<b>20.50%</b>	<b>18.65%</b>				

**R6**

**ELEMENTARY READING BY GENDER AND DISABILITY STATUS**

**TOTAL ELEMENTARY STUDENTS MANDATED IN READING: 2006 – 2007  
MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION  
(WKCE) IN READING BY GENDER AND DISABILITY STATUS**

	Gender		Disability Status		District
	Female	Male	With Disability	Without Disability	Total
<b>Total Elementary</b>					
<i>District Enrollment</i>	2294	2472	552	4214	4766
# Mandated	356	533	303	586	889
<b>% Mandated</b>	<b>15.52%</b>	<b>21.56%</b>	<b>54.89%</b>	<b>13.91%</b>	<b>18.65%</b>
# Mandated (Minimal)	79	156	135	100	235
% Mandated (Minimal)	3.44%	6.31%	24.46%	2.37%	4.93%
# Mandated (Basic)	277	377	168	486	654
% Mandated (Basic)	12.08%	15.25%	30.43%	11.53%	13.72%
<b>Grade 3</b>					
<i>District Enrollment</i>	782	842	178	1446	1624
# Mandated	132	211	106	237	343
<b>% Mandated</b>	<b>16.88%</b>	<b>25.06%</b>	<b>59.55%</b>	<b>16.39%</b>	<b>21.12%</b>
# Mandated (Minimal)	26	58	49	35	84
% Mandated (Minimal)	3.32%	6.89%	27.53%	2.42%	5.17%
# Mandated (Basic)	106	153	57	202	259
% Mandated (Basic)	13.55%	18.17%	32.02%	13.97%	15.95%
<b>Grade 4</b>					
<i>District Enrollment</i>	756	785	183	1358	1541
# Mandated	125	160	100	185	285
<b>% Mandated</b>	<b>16.53%</b>	<b>20.38%</b>	<b>54.64%</b>	<b>13.62%</b>	<b>18.49%</b>
# Mandated (Minimal)	21	43	42	22	64
% Mandated (Minimal)	2.78%	5.48%	22.95%	1.62%	4.15%
# Mandated (Basic)	104	117	58	163	221
% Mandated (Basic)	13.76%	14.90%	31.69%	12.00%	14.34%
<b>Grade 5</b>					
<i>District Enrollment</i>	756	845	191	1410	1601
# Mandated	99	162	97	164	261
<b>% Mandated</b>	<b>13.10%</b>	<b>19.17%</b>	<b>50.79%</b>	<b>11.63%</b>	<b>16.30%</b>
# Mandated (Minimal)	32	55	44	43	87
% Mandated (Minimal)	4.23%	6.51%	23.04%	3.05%	5.43%
# Mandated (Basic)	67	107	53	121	174
% Mandated (Basic)	8.86%	12.66%	27.75%	8.58%	10.87%

**R7****2005 - 2007 PERCENTAGE COMPARISONS OF ELEMENTARY STUDENTS MANDATED IN READING BY GENDER AND DISABILITY STATUS**

NOTE: The following tables have been formatted to accommodate the Six-year Benchmark and Academic Indicators

	YEAR					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b><i>Female</i></b>						
% Minimal	5.35%	3.44%				
% Basic	12.88%	12.08%				
<b>% Mandated</b>	<b>18.23%</b>	<b>15.52%</b>				
<b><i>Male</i></b>						
% Minimal	6.66%	6.31%				
% Basic	15.98%	15.25%				
<b>% Mandated</b>	<b>22.64%</b>	<b>21.56%</b>				
<b><i>With Disability</i></b>						
% Minimal	26.81%	24.46%				
% Basic	31.79%	30.43%				
<b>% Mandated</b>	<b>58.6%</b>	<b>54.89%</b>				
<b><i>Without Disability</i></b>						
% Minimal	3.3%	2.37%				
% Basic	12.2%	11.53%				
<b>% Mandated</b>	<b>15.50%</b>	<b>13.91%</b>				
<b><i>District Total</i></b>						
% Minimal	6.02%	4.93%				
% Basic	14.48%	13.72%				
<b>% Mandated</b>	<b>20.50%</b>	<b>18.65%</b>				

**R8****MIDDLE SCHOOL STUDENTS IN THE MINIMAL PROFICIENCY CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN READING****NOTE: The following tables have been formatted to accommodate the Six-year Benchmark and Academic Indicators**

<b>Total Middle School</b>						
	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009 - 2010</b>	<b>2010-2011</b>
<b>DISTRICT ENROLLMENT</b>	4905	4891				
<b># OF MINIMAL STUDENTS</b>	346	322				
<b>% OF MINIMAL STUDENTS</b>	7.05%	6.58%				

<b>GRADE 6</b>						
	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>DISTRICT ENROLLMENT</b>	1637	1592				
<b># OF MINIMAL STUDENTS</b>	122	103				
<b>% OF MINIMAL STUDENTS</b>	5.02%	6.47%				

<b>GRADE 7</b>						
	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>DISTRICT ENROLLMENT</b>	1585	1671				
<b># OF MINIMAL STUDENTS</b>	113	107				
<b>% OF MINIMAL STUDENTS</b>	6.09%	6.40%				

<b>GRADE 8</b>						
	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>DISTRICT ENROLLMENT</b>	1683	1628				
<b># OF MINIMAL STUDENTS</b>	111	112				
<b>% OF MINIMAL STUDENTS</b>	6.91%	6.88%				

**R9**

**MIDDLE SCHOOL STUDENTS MANDATED IN READING: 2005 – 2007  
MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION  
(WKCE) IN READING**

<b>TOTAL MIDDLE</b>						
	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>DISTRICT ENROLLMENT</b>	4905	4891				
<b># OF MANDATED STUDENTS</b>	886	878				
<b>% OF MANDATED STUDENTS</b>	18.06%	17.95%				

<b>GRADE 6</b>						
	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>DISTRICT ENROLLMENT</b>	1637	1592				
<b># OF MANDATED STUDENTS</b>	322	274				
<b>% OF MANDATED STUDENTS</b>	19.67%	17.21%				

<b>GRADE 7</b>						
	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>DISTRICT ENROLLMENT</b>	1585	1671				
<b># OF MANDATED STUDENTS</b>	266	303				
<b>% OF MANDATED STUDENTS</b>	16.78%	18.13%				

<b>GRADE 8</b>						
	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>DISTRICT ENROLLMENT</b>	1683	1628				
<b># OF MANDATED STUDENTS</b>	298	301				
<b>% OF MANDATED STUDENTS</b>	17.71%	18.49%				

**R10**

**MIDDLE READING BY ETHNICITY AND ECONOMIC STATUS**

**TOTAL MIDDLE SCHOOL STUDENTS MANDATED IN READING: 2006– 2007  
MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION  
(WKCE) IN READING BY ETHNIC AND ECONOMIC STATUS**

Total Middle	Ethnicity				Economic Status		
	African American	Hispanic	White	Other	Disadv.	Not Disadv.	Total
<b>2006-2007</b>							
<i>District Enrollment</i>	818	824	3143	106	2000	2891	4891
# Mandated	281	244	341	12	610	268	878
<b>% Mandated</b>	<b>34.35%</b>	<b>29.61%</b>	<b>10.85%</b>	<b>11.32%</b>	<b>30.5%</b>	<b>9.27%</b>	<b>17.95%</b>
# Mandated (Minimal)	103	92	124	3	241	81	322
% Mandated (Minimal)	12.6%	11.17%	3.96%	2.83%	12.05%	2.8%	6.58%
# Mandated (Basic)	178	152	217	9	369	187	556
% Mandated (Basic)	21.76%	18.45%	6.90%	8.49%	18.45%	6.47%	11.37%
<b>Grade 6</b>							
<i>District Enrollment</i>	289	280	992	31	660	932	1592
# Mandated	93	81	97	3	200	74	274
<b>% Mandated</b>	<b>32.18%</b>	<b>28.93%</b>	<b>9.78%</b>	<b>9.68%</b>	<b>30.30%</b>	<b>7.94%</b>	<b>17.21%</b>
# Mandated (Minimal)	32	36	34	1	84	19	103
% Mandated (Minimal)	11.07%	12.86%	3.43%	3.23%	12.73%	2.04%	6.47%
# Mandated (Basic)	61	45	63	2	116	55	171
% Mandated (Basic)	21.11%	16.07%	6.35%	6.45%	17.58%	5.90%	10.74%
<b>Grade 7</b>							
<i>District Enrollment</i>	280	286	1064	41	690	981	1671
# Mandated	102	81	114	6	213	90	303
<b>% Mandated</b>	<b>36.43%</b>	<b>28.32%</b>	<b>10.71%</b>	<b>14.63%</b>	<b>30.87%</b>	<b>9.17%</b>	<b>18.13%</b>
# Mandated (Minimal)	37	24	44	2	76	31	107
% Mandated (Minimal)	13.21%	8.39%	4.14%	4.88%	11.01%	3.16%	6.40%
# Mandated (Basic)	65	57	70	4	137	59	196
% Mandated (Basic)	23.21%	19.93%	6.58%	9.76%	19.86%	6.01%	11.73%
<b>Grade 8</b>							
<i>District Enrollment</i>	249	258	1087	34	650	978	1628
# Mandated	86	82	130	3	197	104	301
<b>% Mandated</b>	<b>34.54%</b>	<b>31.78%</b>	<b>11.96%</b>	<b>8.82%</b>	<b>30.31%</b>	<b>10.63%</b>	<b>18.49%</b>
# Mandated (Minimal)	34	32	46	0	81	31	112
% Mandated (Minimal)	13.65%	12.40%	4.23%	0.00%	12.46%	3.17%	6.88%
# Mandated (Basic)	52	50	84	3	116	73	189
% Mandated (Basic)	20.88%	19.38%	7.73%	8.82%	17.85%	7.46%	11.61%

**R11****MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN MIDDLE READING BY ETHNIC AND ECONOMIC STATUS**

NOTE: The following tables have been formatted to accommodate the Six-year Benchmark and Academic Indicators

Ethnic/Econ. Status	YEAR					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b><i>African American</i></b>						
% Minimal	14.71%	12.6%				
% Basic	21.52%	21.76%				
<b>% Mandated</b>	<b>36.23%</b>	<b>34.35%</b>				
<b><i>Hispanic</i></b>						
% Minimal	10.98%	11.17%				
% Basic	19.03%	18.45%				
<b>% Mandated</b>	<b>30.01%</b>	<b>29.61%</b>				
<b><i>White</i></b>						
% Minimal	4.50%	3.96%				
% Basic	6.79%	6.90%				
<b>% Mandated</b>	<b>11.29%</b>	<b>10.85%</b>				
<b><i>Other</i></b>						
% Minimal	2.86%	2.83%				
% Basic	7.77%	8.49%				
<b>% Mandated</b>	<b>10.63%</b>	<b>11.32%</b>				
<b><i>Disadvantaged</i></b>						
% Minimal	12.23%	12.05%				
% Basic	18.53%	18.45%				
<b>% Mandated</b>	<b>30.76%</b>	<b>30.50%</b>				
<b><i>Not Disadvantaged</i></b>						
% Minimal	3.67%	2.80%				
% Basic	5.58%	6.47%				
<b>% Mandated</b>	<b>9.25%</b>	<b>9.27%</b>				
<b><i>Total Middle</i></b>						
% Minimal	7.05%	6.58%				
% Basic	11.01%	11.37%				
<b>% Mandated</b>	<b>18.06%</b>	<b>17.95%</b>				



# R12

## MIDDLE READING BY GENDER AND DISABILITY STATUS

### TOTAL MIDDLE SCHOOL STUDENTS MANDATED IN READING: 2006 – 2007 MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN READING BY GENDER AND DISABILITY STATUS

	Gender		Disability Status		District
	Female	Male	With Disability	Without Disability	Total
<b>Total Middle</b>					
<i>District Enrollment</i>	2345	2546	607	4284	4891
# Mandated	362	516	347	531	878
<b>% Mandated</b>	<b>15.44%</b>	<b>20.23%</b>	<b>57.17%</b>	<b>12.40%</b>	<b>17.95%</b>
# Mandated (Minimal)	125	197	185	137	322
% Mandated (Minimal)	5.33%	7.74%	30.48%	3.20%	6.58%
# Mandated (Basic)	237	319	162	394	556
% Mandated (Basic)	10.11%	12.53%	26.70%	9.20%	11.37%
	Gender		Disability Status		District
	Female	Male	With Disability	Without Disability	Total
<b>Grade 6</b>					
<i>District Enrollment</i>	778	814	183	1409	1592
# Mandated	120	154	102	172	274
<b>% Mandated</b>	<b>15.42%</b>	<b>18.92%</b>	<b>55.74%</b>	<b>12.21%</b>	<b>17.21%</b>
# Mandated (Minimal)	38	65	57	46	103
% Mandated (Minimal)	4.88%	7.99%	31.15%	3.26%	6.47%
# Mandated (Basic)	82	89	45	126	171
% Mandated (Basic)	10.54%	10.93%	24.59%	8.94%	10.74%
<b>Grade 7</b>					
<i>District Enrollment</i>	787	884	214	1457	1671
# Mandated	109	194	129	174	303
<b>% Mandated</b>	<b>13.85%</b>	<b>21.95%</b>	<b>60.28%</b>	<b>11.94%</b>	<b>18.13%</b>
# Mandated (Minimal)	35	72	68	39	107
% Mandated (Minimal)	4.45%	8.14%	31.78%	2.68%	6.40%
# Mandated (Basic)	74	122	61	135	196
% Mandated (Basic)	9.40%	13.80%	28.50%	9.27%	11.73%
<b>Grade 8</b>					
<i>District Enrollment</i>	780	848	210	1418	1628
# Mandated	133	168	116	185	301
<b>% Mandated</b>	<b>17.05%</b>	<b>19.81%</b>	<b>55.24%</b>	<b>13.05%</b>	<b>18.49%</b>
# Mandated (Minimal)	52	60	60	52	112
% Mandated (Minimal)	6.67%	7.08%	28.57%	3.67%	6.88%
# Mandated (Basic)	81	108	56	133	189
% Mandated (Basic)	10.38%	12.74%	26.67%	9.38%	11.61%

**R13****2005 - 2007 PERCENTAGE COMPARISONS OF MIDDLE STUDENTS MANDATED IN READING BY GENDER AND DISABILITY STATUS****NOTE: The following tables have been formatted to accommodate the Six-year Benchmark and Academic Indicators**

	YEAR					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b><i>Female</i></b>						
% Minimal	5.20%	5.33%				
% Basic	9.08%	10.11%				
<b>% Mandated</b>	<b>14.28%</b>	<b>15.44%</b>				
<b><i>Male</i></b>						
% Minimal	8.79%	7.74%				
% Basic	12.81%	12.53%				
<b>% Mandated</b>	<b>21.60%</b>	<b>20.23%</b>				
<b><i>With Disability</i></b>						
% Minimal	35.02%	30.48%				
% Basic	21.39%	26.70%				
<b>% Mandated</b>	<b>56.41%</b>	<b>57.17%</b>				
<b><i>Without Disability</i></b>						
% Minimal	2.92%	3.20%				
% Basic	9.48%	9.20%				
<b>% Mandated</b>	<b>12.40%</b>	<b>12.40%</b>				
<b><i>District Total</i></b>						
% Minimal	7.05%	6.58%				
% Basic	11.01%	11.37%				
<b>% Mandated</b>	<b>18.06%</b>	<b>17.95%</b>				

**R14**

<b>2007 EXTENDED YEAR READING ENROLLMENTS</b>						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8 <sup>(a)</sup>
<b>Students Mandated for Summer School</b>	343	285	261	274	303	301
<b>Students Completing Summer School</b>	213	170	156	165	159	120
<b>Percent of Students Completing Summer School</b>	64.00%	64.50%	61.90%	60.90%	54.20%	42.10%
<b>Mandated Students Not Active*</b>	95	92	86	102	126	154
<b>Percent Mandated Students Not Active*</b>	28.50%	32.70%	34.10%	37.60%	43.00%	54.00%
<b>Students New to the District</b>	101	111	96	76	81	77
<b>Percent of New Students Mandated</b>	20.80%	19.80%	11.50%	28.9%	22.1%	19.70%

\* Includes students exempted from summer school, completing requirements through tutoring and students who moved prior to the start of summer school. <sup>(a)</sup> Eighth grade students attended the pilot “Early Start” program at the high schools.

<b>PERCENTAGE OF EXTENDED YEAR READING ENROLLMENTS BY ETHNICITY</b>						
	African American	Asian	Caucasian	Hispanic	Native American	District
<b>Identified Students Attending</b>	534	17	699	509	8	1767
<b>Number Exited District</b>	20	0	19	12	1	52
<b>Percent Completed</b>	57.80%	52.90%	51.30%	64.80%	85.70%	57.3%
<b>Percent Dropped</b>	6.8%	0.0%	3.8%	3.2%	0.0%	4.5%
<b>Percent Not attending</b>	35.40%	47.10%	44.90%	32.00%	14.30%	38.2%

**ELEMENTARY MATH**

**M1**

**ELEMENTARY STUDENTS IN THE MINIMAL PROFICIENCY CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN MATH: 2005-07**

**NOTE: The following tables have been formatted to accommodate the Six-year Benchmark and Academic Indicators**

<b>Total Elementary</b>						
	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009 - 2010</b>	<b>2010-2011</b>
<b>District Benchmark*</b>	18.36%	16.06%	13.77%	9.18%	4.59%	0%
<b>DISTRICT ENROLLMENT</b>	4663	4766				
<b># OF MINIMAL STUDENTS</b>	834	781				
<b>% OF MINIMAL STUDENTS</b>	17.89%	16.39%				

<b>GRADE 3</b>						
	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>District Benchmark*</b>	18.36%	16.06%	13.77%	9.18%	4.59%	0%
<b>DISTRICT ENROLLMENT</b>	1493	1624				
<b># OF MINIMAL STUDENTS</b>	281	316				
<b>% OF MINIMAL STUDENTS</b>	18.82%	19.46%				

<b>GRADE 4</b>						
	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>District Benchmark*</b>	18.36%	16.06%	13.77%	9.18%	4.59%	0%
<b>DISTRICT ENROLLMENT</b>	1577	1541				
<b># OF MINIMAL STUDENTS</b>	285	205				
<b>% OF MINIMAL STUDENTS</b>	18.07%	13.30%				

<b>GRADE 5</b>						
	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>District Benchmark*</b>	18.36%	16.06%	13.77%	9.18%	4.59%	0%
<b>DISTRICT ENROLLMENT</b>	1593	1601				
<b># OF MINIMAL STUDENTS</b>	268	260				
<b>% OF MINIMAL STUDENTS</b>	16.82%	16.24%				

\*Reflects criteria used before the 2006 Summer School session

## M2

### MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN MATH

NOTE: The following tables have been formatted to accommodate the Six-year Benchmark and Academic Indicators

TOTAL ELEMENTARY						
	2005 – 2006	2006 - 2007	2007-2008	2008-2009	2009-2010	2010-2011
DISTRICT ENROLLMENT	4663	4766				
# OF MANDATED STUDENTS	1421	1299				
% OF MANDATED STUDENTS	30.47%	27.26%				

GRADE 3						
	2005 – 2006	2006 - 2007	2007-2008	2008-2009	2009-2010	2010-2011
DISTRICT ENROLLMENT	1493	1624				
# OF MANDATED STUDENTS	455	477				
% OF MANDATED STUDENTS	30.48%	29.37%				

GRADE 4						
	2005 – 2006	2006 - 2007	2007-2008	2008-2009	2009-2010	2010-2011
DISTRICT ENROLLMENT	1577	1541				
# OF MANDATED STUDENTS	498	359				
% OF MANDATED STUDENTS	31.58%	23.30%				

GRADE 5						
	2005 – 2006	2006 - 2007	2007-2008	2008-2009	2009-2010	2010-2011
DISTRICT ENROLLMENT	1593	1601				
# OF MANDATED STUDENTS	468	463				
% OF MANDATED STUDENTS	29.38%	28.92%				

## M3

SAME CLASS PROGRESSION: 2005-06 GRADE 3 to 2010-11 GRADE 8						
	2005 – 2006 Grade 3	2006 – 2007 Grade 4	2007-2008 Grade 5	2008-2009 Grade 6	2009-2010 Grade 7	2010-2011 Grade 8
DISTRICT ENROLLMENT	1493	1541				
# OF MANDATED STUDENTS	455	359				
% OF MANDATED STUDENTS	30.48%	23.30%				

SAME CLASS PROGRESSION: 2005-06 GRADE 4 to 2009-10 GRADE 8					
	2005 – 2006 Grade 4	2006-2007 Grade 5	2007-2008 Grade 6	2008-2009 Grade 7	2009-2010 Grade 8
DISTRICT ENROLLMENT	1577	1601			
# OF MANDATED STUDENTS	498	463			
% OF MANDATED STUDENTS	31.58%	28.92%			

SAME CLASS PROGRESSION: 2005-06 GRADE 5 to 2008-2009 GRADE 8				
	2005 – 2006 Grade 5	2006 – 2007 Grade 6	2007-2008 Grade 7	2008-2009 Grade 8
DISTRICT ENROLLMENT	1593	1592		
# OF MANDATED STUDENTS	468	351		
% OF MANDATED STUDENTS	29.38%	22.05%		

**M4**

**ELEMENTARY MATH BY ETHNICITY AND ECONOMIC STATUS**

**TOTAL ELEMENTARY STUDENTS MANDATED IN MATH: 2006– 2007  
MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION  
(WKCE) IN MATH BY ETHNIC AND ECONOMIC STATUS**

Total Elementary	Ethnicity				Economic Status		
	African American	Hispanic	White	Other	Disadv.	Not Disadv.	Total
<b>2006-2007</b>							
<i>District Enrollment</i>	827	889	2941	109	2034	2732	4766
# Mandated	382	341	561	16	815	484	1299
<b>% Mandated</b>	<b>46.19%</b>	<b>38.35%</b>	<b>19.08%</b>	<b>14.68%</b>	<b>40.06%</b>	<b>17.72%</b>	<b>27.26%</b>
# Mandated (Minimal)	265	219	289	8	545	236	781
% Mandated (Minimal)	32.04%	24.63%	9.83%	7.34%	26.79%	8.64%	16.39%
# Mandated (Basic)	117	122	272	8	270	248	518
% Mandated (Basic)	14.15%	13.72%	9.25%	7.34%	13.27%	9.08%	10.99%
<b>Grade 3</b>							
<i>District Enrollment</i>	278	316	994	36	730	894	1624
# Mandated	129	133	210	5	306	171	477
<b>% Mandated</b>	<b>46.40%</b>	<b>42.09%</b>	<b>21.12%</b>	<b>13.89%</b>	<b>41.92%</b>	<b>19.12%</b>	<b>29.37%</b>
# Mandated (Minimal)	95	95	123	3	223	93	316
% Mandated (Minimal)	34.17%	30.06%	12.37%	8.33%	30.55%	10.40%	19.46%
# Mandated (Basic)	34	38	87	2	83	78	161
% Mandated (Basic)	12.23%	12.03%	8.75%	5.56%	11.37%	8.72%	9.91%
	Ethnicity				Economic Status		
	African American	Hispanic	White	Other	Disadv.	Not Disadv.	Total
<b>Grade 4</b>							
<i>District Enrollment</i>	289	278	943	31	645	896	1541
# Mandated	128	79	147	5	214	145	359
<b>% Mandated</b>	<b>44.29%</b>	<b>28.42%</b>	<b>15.59%</b>	<b>16.13%</b>	<b>33.18%</b>	<b>16.18%</b>	<b>23.30%</b>
# Mandated (Minimal)	82	47	73	3	137	68	205
% Mandated (Minimal)	28.37%	16.91%	7.74%	9.68%	21.24%	7.59%	13.30%
# Mandated (Basic)	46	32	74	2	77	77	154
% Mandated (Basic)	15.92%	11.51%	7.85%	6.45%	11.94%	8.59%	9.99%
<b>Grade 5</b>							
<i>District Enrollment</i>	260	295	1004	42	659	942	1601
# Mandated	125	129	204	5	295	168	463
<b>% Mandated</b>	<b>48.08%</b>	<b>43.73%</b>	<b>20.32%</b>	<b>11.90%</b>	<b>44.76%</b>	<b>17.83%</b>	<b>28.92%</b>
# Mandated (Minimal)	88	77	93	2	185	75	260
% Mandated (Minimal)	33.85%	26.10%	9.26%	4.76%	28.07%	7.96%	16.24%
# Mandated (Basic)	37	52	111	3	110	93	203
% Mandated (Basic)	14.23%	17.63%	11.06%	7.14%	16.69%	9.87%	12.68%

**M5****2005 - 2007 MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN ELEMENTARY MATH BY ETHNIC AND ECONOMIC STATUS****NOTE: The following tables have been formatted to accommodate the Six-year Benchmark and Academic Indicators**

Ethnic/Econ. Status	YEAR					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<i>African American</i>						
% Minimal	39.57%	32.04%				
% Basic	17.09%	14.15%				
<b>% Mandated</b>	<b>56.66%</b>	<b>46.19%</b>				
<i>Hispanic</i>						
% Minimal	21.24%	24.63%				
% Basic	21.49%	13.72%				
<b>% Mandated</b>	<b>42.73%</b>	<b>38.35%</b>				
<i>White</i>						
% Minimal	11.39%	9.83%				
% Basic	9.22%	9.25%				
<b>% Mandated</b>	<b>20.61%</b>	<b>19.08%</b>				
<i>Other</i>						
% Minimal	19.78%	7.34%				
% Basic	4.90%	7.34%				
<b>% Mandated</b>	<b>24.68%</b>	<b>14.68%</b>				
<i>Disadvantaged</i>						
% Minimal	28.97%	26.79%				
% Basic	17.08%	13.27%				
<b>% Mandated</b>	<b>46.05%</b>	<b>40.06%</b>				
<i>Not Disadvantaged</i>						
% Minimal	10.08%	14.53%				
% Basic	9.43%	9.08%				
<b>% Mandated</b>	<b>19.51%</b>	<b>17.72%</b>				
<i>Total Elementary</i>						
% Minimal	17.89%	16.39%				
% Basic	12.59%	10.87%				
<b>% Mandated</b>	<b>30.48%</b>	<b>27.26%</b>				

**M6**

**ELEMENTARY MATH BY GENDER AND DISABILITY STATUS**

**TOTAL ELEMENTARY STUDENTS MANDATED IN MATH: 2006 – 2007  
MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION  
(WKCE) IN MATH BY GENDER AND DISABILITY STATUS**

	Gender		Disability Status		District
	Female	Male	With Disability	Without Disability	Total
<b>Total Elementary</b>					
<i>District Enrollment</i>	2294	2472	552	4214	4766
# Mandated	632	667	326	973	1299
<b>% Mandated</b>	<b>27.55%</b>	<b>26.98%</b>	<b>59.06%</b>	<b>23.09%</b>	<b>27.26%</b>
# Mandated (Minimal)	384	397	238	543	781
% Mandated (Minimal)	16.74%	16.06%	43.16%	12.89%	16.39%
# Mandated (Basic)	248	270	88	430	518
% Mandated (Basic)	10.81%	10.92%	15.92%	10.20%	10.89%
<b>Grade 3</b>					
<i>District Enrollment</i>	782	842	178	1446	1624
# Mandated	222	255	103	347	477
<b>% Mandated</b>	<b>28.39%</b>	<b>30.29%</b>	<b>57.87%</b>	<b>25.86%</b>	<b>29.37%</b>
# Mandated (Minimal)	147	169	77	239	316
% Mandated (Minimal)	18.80%	20.07%	43.26%	16.53%	19.46%
# Mandated (Basic)	75	86	26	135	161
% Mandated (Basic)	9.59%	10.21%	14.61%	9.34%	9.91%
<b>Grade 4</b>					
<i>District Enrollment</i>	756	785	183	1358	1541
# Mandated	187	172	105	254	359
<b>% Mandated</b>	<b>24.74%</b>	<b>21.91%</b>	<b>57.38%</b>	<b>18.70%</b>	<b>23.30%</b>
# Mandated (Minimal)	106	99	72	133	205
% Mandated (Minimal)	14.02%	12.61%	39.34%	9.79%	13.30%
# Mandated (Basic)	81	73	33	121	154
% Mandated (Basic)	10.71%	9.30%	18.03%	8.91%	9.99%
<b>Grade 5</b>					
<i>District Enrollment</i>	756	845	191	1410	1601
# Mandated	223	240	118	345	463
<b>% Mandated</b>	<b>29.50%</b>	<b>28.40%</b>	<b>61.78%</b>	<b>24.47%</b>	<b>28.92%</b>
# Mandated (Minimal)	131	129	89	171	260
% Mandated (Minimal)	17.33%	15.27%	46.60%	12.13%	16.24%
# Mandated (Basic)	92	111	29	174	203
% Mandated (Basic)	12.17%	13.14%	15.18%	12.34%	12.68%



**M7**

**2005 - 2007 PERCENTAGE COMPARISONS OF ELEMENTARY STUDENTS MANDATED IN MATH BY GENDER AND DISABILITY STATUS**

**NOTE: The following tables have been formatted to accommodate the Six-year Benchmark and Academic Indicators**

	YEAR					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b><i>Female</i></b>						
% Minimal	18.50%	16.74%				
% Basic	12.21%	10.81%				
<b>% Mandated</b>	<b>30.71%</b>	<b>27.56%</b>				
<b><i>Male</i></b>						
% Minimal	17.31%	16.06%				
% Basic	12.92%	10.92%				
<b>% Mandated</b>	<b>30.52%</b>	<b>26.78%</b>				
<b><i>With Disability</i></b>						
% Minimal	43.99%	42.42%				
% Basic	18.85%	15.69%				
<b>% Mandated</b>	<b>62.84%</b>	<b>58.11%</b>				
<b><i>Without Disability</i></b>						
% Minimal	12.03%	12.89%				
% Basic	11.77%	10.20%				
<b>% Mandated</b>	<b>23.80%</b>	<b>23.09%</b>				
<b><i>District Total</i></b>						
% Minimal	17.89%	16.39%				
% Basic	12.59%	10.87%				
<b>% Mandated</b>	<b>30.48%</b>	<b>27.26%</b>				

**M8****Middle School Math****MIDDLE SCHOOL STUDENTS IN THE MINIMAL PROFICIENCY CATEGORY\* ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN MATH: 2005-07**

<b>Total Middle School</b>						
	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009 - 2010</b>	<b>2010-2011</b>
<b>District Benchmark*</b>	12.81%	11.21%	9.61%	6.40%	3.20%	0%
<b>DISTRICT ENROLLMENT</b>	4905	4891				
<b># OF MINIMAL STUDENTS</b>	593	517				
<b>% OF MINIMAL STUDENTS</b>	12.09%	10.57%				

<b>GRADE 6</b>	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>District Benchmark*</b>	12.81%	11.21%	9.61%	6.40%	3.20%	0%
<b>DISTRICT ENROLLMENT</b>	1637	1592				
<b># OF MINIMAL STUDENTS</b>	226	170				
<b>% OF MINIMAL STUDENTS</b>	13.81%	10.68%				

<b>GRADE 7</b>	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>District Benchmark*</b>	12.81%	11.21%	9.61%	6.40%	3.20%	0%
<b>DISTRICT ENROLLMENT</b>	1585	1671				
<b># OF MINIMAL STUDENTS</b>	183	165				
<b>% OF MINIMAL STUDENTS</b>	11.55%	9.87%				

<b>GRADE 8</b>	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>District Benchmark*</b>	12.81%	11.21%	9.61%	6.40%	3.20%	0%
<b>DISTRICT ENROLLMENT</b>	1683	1628				
<b>OF MINIMAL STUDENTS</b>	184	182				
<b>OF MINIMAL STUDENTS</b>	10.93%	11.18%				

\*Reflects criteria used before the 2006 Summer School session

**M9****MIDDLE SCHOOL STUDENTS MANDATED IN MATH MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN MATH****NOTE: The following tables have been formatted to accommodate the Six-year Benchmark and Academic Indicators**

<b>TOTAL MIDDLE SCHOOL</b>	<b>2005 –06</b>	<b>2006 - 07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>DISTRICT ENROLLMENT</b>	4905	4891				
<b># OF MANDATED STUDENTS</b>	1315	1186				
<b>% OF MANDATED STUDENTS</b>	26.81%	24.25%				

<b>GRADE 6</b>	<b>2005 –06</b>	<b>2006 - 07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>DISTRICT ENROLLMENT</b>	1637	1592				
<b># OF MANDATED STUDENTS</b>	462	351				
<b>% OF MANDATED STUDENTS</b>	28.22%	22.05%				

<b>GRADE 7</b>	<b>2005 –06</b>	<b>2006 - 07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>DISTRICT ENROLLMENT</b>	1585	1671				
<b># OF MANDATED STUDENTS</b>	417	384				
<b>% OF MANDATED STUDENTS</b>	26.31%	22.98%				

<b>GRADE 8</b>	<b>2005 – 06</b>	<b>2006 - 07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>DISTRICT ENROLLMENT</b>	1683	1628				
<b># OF MANDATED STUDENTS</b>	436	451				
<b>% OF MANDATED STUDENTS</b>	25.91%	27.70%				

**M10**

**MIDDLE MATH BY ETHNICITY AND ECONOMIC STATUS**

**TOTAL MIDDLE SCHOOL STUDENTS MANDATED IN MATH: 2006– 2007  
MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION  
(WKCE) IN MATH BY ETHNIC AND ECONOMIC STATUS**

Total Middle 2006-2007	Ethnicity				Economic Status		
	African American	Hispanic	White	Other	Disadv.	Not Disadv.	Total
<i>District Enrollment</i>	818	824	3143	106	2000	2891	4891
# Mandated	365	291	517	13	761	425	1186
<b>% Mandated</b>	<b>44.62%</b>	<b>35.32%</b>	<b>16.45%</b>	<b>12.26%</b>	<b>38.05%</b>	<b>14.70%</b>	<b>24.25%</b>
# Mandated (Minimal)	194	124	195	4	365	152	517
% Mandated (Minimal)	23.72%	15.05%	6.20%	3.77%	18.25%	5.26%	10.57%
# Mandated (Basic)	171	167	322	9	396	273	669
% Mandated (Basic)	20.90%	20.27%	10.25%	8.49%	19.80%	9.44%	13.68%
<b>Grade 6</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Other</b>	<b>Disadv.</b>	<b>Not Disadv.</b>	<b>Total</b>
<i>District Enrollment</i>	289	280	992	31	660	932	1592
# Mandated	129	95	124	3	251	100	351
<b>% Mandated</b>	<b>44.64%</b>	<b>33.93%</b>	<b>12.50%</b>	<b>9.68%</b>	<b>38.03%</b>	<b>10.73%</b>	<b>22.05%</b>
# Mandated (Minimal)	74	45	48	3	130	40	170
% Mandated (Minimal)	25.61%	16.07%	4.84%	9.68%	19.70%	4.29%	10.68%
# Mandated (Basic)	55	50	76	0	121	60	181
% Mandated (Basic)	19.03%	17.86%	7.66%	0.00%	18.33%	6.44%	11.37%
<b>Grade 7</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Other</b>	<b>Disadv.</b>	<b>Not Disadv.</b>	<b>Total</b>
<i>District Enrollment</i>	280	286	1064	41	690	981	1671
# Mandated	119	92	169	4	233	151	384
<b>% Mandated</b>	<b>42.50%</b>	<b>32.17%</b>	<b>15.88%</b>	<b>9.76%</b>	<b>33.77%</b>	<b>15.39%</b>	<b>22.98%</b>
# Mandated (Minimal)	56	38	70	1	110	55	165
% Mandated (Minimal)	20.00%	13.29%	6.58%	2.44%	15.94%	5.61%	9.87%
# Mandated (Basic)	63	54	99	3	123	96	219
% Mandated (Basic)	22.50%	18.88%	9.30%	7.32%	17.83%	9.79%	13.11%
	<b>Ethnicity</b>				<b>Economic Status</b>		
<b>Grade 8</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Other</b>	<b>Disadv.</b>	<b>Not Disadv.</b>	<b>Total</b>
<i>District Enrollment</i>	249	258	1087	34	650	978	1628
# Mandated	117	104	224	6	277	174	451
<b>% Mandated</b>	<b>46.99%</b>	<b>40.31%</b>	<b>20.61%</b>	<b>17.65%</b>	<b>42.62%</b>	<b>17.79%</b>	<b>27.70%</b>
# Mandated (Minimal)	64	41	77	0	125	57	182
% Mandated (Minimal)	25.70%	15.89%	7.08%	0.00%	19.23%	5.83%	11.18%
# Mandated (Basic)	53	63	147	6	152	117	296
% Mandated (Basic)	21.29%	24.42%	13.52%	17.65%	23.38%	11.96%	16.52%

**M11****MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN MIDDLE MATH BY ETHNIC AND ECONOMIC STATUS****NOTE: The following tables have been formatted to accommodate the Six-year Benchmark and Academic Indicators**

Ethnic/Econ. Status	YEAR					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b><i>African American</i></b>						
% Minimal	26.34%	23.72%				
% Basic	25.27%	20.90%				
<b>% Mandated</b>	<b>51.61%</b>	<b>44.62%</b>				
<b><i>Hispanic</i></b>						
% Minimal	15.58%	15.05%				
% Basic	22.61%	20.27%				
<b>% Mandated</b>	<b>38.19%</b>	<b>35.32%</b>				
<b><i>White</i></b>						
% Minimal	8.14%	6.20%				
% Basic	10.59%	10.25%				
<b>% Mandated</b>	<b>18.72%</b>	<b>16.45%</b>				
<b><i>Other</i></b>						
% Minimal	7.62%	3.77%				
% Basic	9.52%	8.49%				
<b>% Mandated</b>	<b>17.14%</b>	<b>12.26%</b>				
<b><i>Disadvantaged</i></b>						
% Minimal	20.19%	18.25%				
% Basic	21.28%	19.80%				
<b>% Mandated</b>	<b>41.47%</b>	<b>38.05%</b>				
<b><i>Not Disadvantaged</i></b>						
% Minimal	6.86%	5.26%				
% Basic	10.46%	9.44%				
<b>% Mandated</b>	<b>17.32%</b>	<b>14.70%</b>				
<b><i>Total Middle</i></b>						
% Minimal	12.09%	10.57%				
% Basic	14.72%	13.68%				
<b>% Mandated</b>	<b>26.81%</b>	<b>24.25%</b>				

**M12**

**TOTAL MIDDLE SCHOOL STUDENTS MANDATED IN MATH: 2006 – 2007  
MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION  
(WKCE) IN MATH BY GENDER AND DISABILITY STATUS**

	Gender		Disability Status		District
	Female	Male	With Disability	Without Disability	Total
<b>Total Middle</b>					
<i>District Enrollment</i>	2345	2546	607	4284	4891
# Mandated	537	649	367	819	1186
<b>% Mandated</b>	<b>22.90%</b>	<b>25.49%</b>	<b>60.46%</b>	<b>19.12%</b>	<b>24.25%</b>
# Mandated (Minimal)	228	289	250	267	517
% Mandated (Minimal)	9.72%	11.35%	41.19%	6.23%	10.56%
# Mandated (Basic)	309	360	117	552	669
% Mandated (Basic)	13.18%	14.66%	19.28%	12.89%	13.68%
<b>Grade 6</b>					
<i>District Enrollment</i>	778	814	183	1409	1592
# Mandated	167	184	94	257	351
<b>% Mandated</b>	<b>21.47%</b>	<b>22.60%</b>	<b>51.37%</b>	<b>18.24%</b>	<b>22.05%</b>
# Mandated (Minimal)	79	91	67	103	170
% Mandated (Minimal)	10.15%	11.18%	36.61%	7.31%	10.68%
# Mandated (Basic)	88	93	27	154	181
% Mandated (Basic)	11.31%	11.43%	14.75%	10.93%	11.37%
<b>Grade 7</b>					
<i>District Enrollment</i>	787	884	214	1457	1671
# Mandated	159	225	134	250	384
<b>% Mandated</b>	<b>20.20%</b>	<b>25.45%</b>	<b>62.62%</b>	<b>17.16%</b>	<b>22.98%</b>
# Mandated (Minimal)	58	107	92	73	165
% Mandated (Minimal)	7.37%	12.10%	42.99%	5.01%	9.87%
# Mandated (Basic)	101	118	42	177	219
% Mandated (Basic)	12.83%	13.35%	19.63%	12.15%	13.11%
	Gender		Disability Status		District
<b>Grade 8</b>	Female	Male	With Disability	Without Disability	Total
<i>District Enrollment</i>	780	848	210	1418	1628
# Mandated	211	240	139	312	451
<b>% Mandated</b>	<b>27.05%</b>	<b>28.30%</b>	<b>66.19%</b>	<b>22.00%</b>	<b>27.70%</b>
# Mandated (Minimal)	91	91	91	91	182
% Mandated (Minimal)	11.67%	10.73%	43.33%	6.42%	11.18%
# Mandated (Basic)	120	149	48	221	269
% Mandated (Basic)	15.38%	17.57%	22.86%	15.59%	16.52%

# M13

## PERCENTAGE COMPARISONS OF MIDDLE STUDENTS MANDATED IN MATH BY GENDER AND DISABILITY STATUS

NOTE: The following tables have been formatted to accommodate the Six-year Benchmark and Academic Indicators

	YEAR					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Female</b>						
% Minimal	8.57%	9.72%				
% Basic	17.12%	13.18%				
<b>% Mandated</b>	<b>25.69%</b>	<b>22.90%</b>				
<b>Male</b>						
% Minimal	11.23%	11.35%				
% Basic	16.98%	14.14%				
<b>% Mandated</b>	<b>28.21%</b>	<b>25.49%</b>				
<b>With Disability</b>						
% Minimal	44.53%	41.12%				
% Basic	25.20%	19.34%				
<b>% Mandated</b>	<b>69.73%</b>	<b>60.46%</b>				
<b>Without Disability</b>						
% Minimal	4.87%	6.23%				
% Basic	15.59%	12.89%				
<b>% Mandated</b>	<b>20.46%</b>	<b>19.12%</b>				
<b>District Total</b>						
% Minimal	9.97%	10.57%				
% Basic	16.84%	13.68%				
<b>% Mandated</b>	<b>26.81%</b>	<b>24.24%</b>				

**M14**

<b>2007 EXTENDED YEAR MATH ENROLLMENTS</b>						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8 <sup>(a)</sup>
<b>Students Mandated for Summer School</b>	477	359	463	351	384	451
<b>Students Completing Summer School</b>	307	206	266	227	208	190
<b>Percent of Students Completing Summer School</b>	65.90%	57.90%	59.40%	65.80%	55.20%	43.70%
<b>Mandated Students Not Active *</b>	127	121	157	113	161	236
<b>Percent Mandated Students Not Active *</b>	27.30%	34.00%	35.00%	32.80%	42.70%	54.30%
<b>Students New to District</b>	101	111	96	76	81	77
<b>Percent of New Students Mandated</b>	36.6%	26.1%	26.0%	34.2%	25.9%	27.3%

\* Includes students exempted from summer school, completing requirements through tutoring and students who moved prior to the start of summer school. <sup>(a)</sup> Eighth grade students attended the pilot “Early Start” program at the high schools.

<b>PERCENTAGE OF EXTENDED YEAR MATH ENROLLMENTS BY ETHNICITY</b>						
	African American	Asian	Caucasian	Hispanic	Native American	District
<b>Identified Students Attending</b>	837	18	1078	632	10	2485
<b>Number Exited District</b>	24	0	20	13	1	58
<b>Percent Completed</b>	59.8%	55.6%	51.0%	66.7%	100%	57.8%
<b>Percent Dropped</b>	7.2%	0.0%	3.5%	3.1%	0.0%	4.4%
<b>Percent Not attending</b>	33.1%	44.4%	45.5%	30.2%	0.0%	37.7%



*This page intentionally left blank*

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

February 26, 2008

2008-09 Preliminary Staffing Allocations

**Instructional Staffing Allocations**

The information that follows provides a summary of recommended instructional staffing allocations for the 2008-09 school year. Please note that these projections are “District” allocations only and do not include Federal Class Size Reduction, SAGE or any District, State or Federal grant funded positions.

**How These Assumptions are Generated**

The Office of Educational Accountability provided 2007-08 enrollment data and 2008-09 school year projections to Human Resources and Business Services. For this preliminary projection, staffing allocations were generated by group (i.e. elementary, middle school, etc.). Over the next months, Human Resources and Business Services will be reviewing projections in detail with School Leadership and school principals to finalized staffing allocations within Board authorized FTE allocation.

**Staffing Ratios**

In the past, Administration suggested using modified staffing ratios to help balance the 2007-08 budget and to create the FTE recommendations for the 2007-08 school year. Given the changing nature of our District and the numerous staffing issues we are faced with each year, it was felt that our current staffing policies and practices (ratios) might not be the most effective and efficient way to meet our staffing needs. It was suggested that our staffing procedures be reviewed and that we look beyond sheer numbers. To this end, Human Resources met with a representative group of principals and administrators to discuss staffing concerns.

In addition to the numbers it was suggested that we take a look at need, i.e., AYP schools, special education population, school programs, etc. Based on the information obtained, Administration would like the opportunity to work with principals to help define staffing needs at each individual school, redefine staffing ratios while working within a specified number of FTE’s. This also will provide us with the flexibility of meeting unexpected staffing needs.

**Preliminary Enrollment Projections/Staffing Projections**

Preliminary enrollment projections as presented by the Office of Educational Accountability suggest a district-wide increase of 234 students from the Third Friday count for the SY 2007-08. Based on the above, Administration requests a total of 5 FTE to meet 2008-09 District-wide staffing needs.

## **Additional District Staffing/Program Needs**

### **Special Education**

In accordance with previous years, Special Education is provided additional staffing at a ratio of 15:1 students per FTE. This 15:1 is used based on the assumption that the current special education identification rate of approximately 13% of special education to regular education will be reflected in the new students who enroll in the District. Based on the projected increase of 24 students, two additional (2.0) FTE is being recommended.

### **Psychologists and Social Workers**

In the past, the district has not provided a ratio for these positions as staffing continued to be a part of the district allocation for teaching staff at the elementary and middle levels. In order to support a well-designed student support infrastructure, most professional organizations and state guidelines recommend a 250:1 student to staffing level. The current K-5 ratio is 339:1. Given the projected K-5 student enrollment increases, administration is recommending two (2) additional FTEs be provided at the K-5 level, thus providing an elementary staffing ratio of 318:1.

### **Bilingual/ESL**

Enrollment projections for the Bilingual/ESL programs have been created and are included as part of the recommended allocations. Administration is using the assumption of 12% of new students enrolling in the District will be enrolled in the Bilingual program and another 5% in ESL. Based on this information, administration recommends a staffing ratio of 15:1 for the Bilingual program and 45:1 for the ESL program. Therefore, two (2) additional FTE are being recommended for these programs.

### **Recommendation for Staffing Allocation**

At its February 12, 2008 meeting, the Personnel/Policy and Audit/Budget/Finance Committees reviewed the 2008-09 Preliminary Staffing Projections and moved to forward the recommended staffing allocation to the full Board for consideration. In addition, the Audit/Budget/Finance Committee recommended that the 18 FTEs be classified under “requested” budget assumptions as opposed to “required” budget assumptions.

Administration recommends that the Board approve a district-wide staffing increase of 18 FTE, based on the preliminary staffing ratios and the preliminary instructional staffing allocations, which is subject to change based on review of staffing patterns, i.e. enrollment shifts. These FTE’s will be divided as follows: Five (5) for elementary, six (6) for support staff and seven (7) for high school and other district staffing.

Dr. Joseph T. Mangi  
Interim Superintendent of Schools

Sheronda Glass, Executive Director  
Human Resources

Kenosha Unified School District No. 1  
Kenosha, Wisconsin

February 26, 2008

**Fiscal 2008-2009 Budget Development**

The Kenosha Unified School District (KUSD) budget is in the preliminary stages of development by Administration based on Board Policy 3100, Annual Operating Budget. Over the past seven (7) years, the District has used a systematic and timely approach to Budget Development and Review. Last month, Administration presented a revised budget calendar to the Board that delineated the modified budget process that will be used this year (Attachment A).

The development of the 2008-2009 budget began in December with the calculation of projected enrollment for next year (234 more students) and a request for new budget needs that are not already contained in the current year budget. The preliminary enrollment projections compiled by the Office of Educational Accountability were reviewed and accepted by the Board of Education at the January Committee and Regular meetings.

The next step was to calculate contractual budgetary increases for both existing staff, other contractual commitments and identify additional staffing needs based on the increase in enrollment. The preliminary instructional and classroom support staffing recommendations were developed and presented to the Committees earlier this month and are contained elsewhere in this the agenda.

The first page of Attachment B is the preliminary revenue and expenditure assumptions that Administration deems as required, based either on previous Board action or the fiduciary responsibility. This document is presented in a format consistent with past years and contains a Revenue Section, Required Expenditure Section and a section for new budget requests.

Below is some additional information to support and describe the projected revenue assumptions of \$9,241,465.

- The translation of enrollment of 234 to a membership FTE of 175 involves discounting the process that has been used in the past. The historical reduction of enrollment to membership is approximately 97% over the last seven (7) years. Using the normal calculation from Educational Accountability of converting enrollment to membership resulted in a projected FTE of 206. Understanding the housing market is still projected to be slow for the remainder of this calendar year, Finance further discounted this FTE by 15% for a projected FTE of 175.
- The Revenue Limit calculation continues to be separated into three (3) categories. The categories are revenue increases due to additional students currently estimated at \$2,236,613, revenue increases due to an increase in the allowable rate per student currently estimated at \$5,967,833 and unused revenue limit authority from 2007-2008 estimated at \$36,937, due to 12 additional students eligible to be included in the 3rd Friday count that were not eligible when the budget was approved.

- The Transfer of Services Exemption has been conservatively calculated to be \$1,000,000 based on potential changes in the formula for this exemption that has been discussed in the last few years and effective for next year. The actual amount is based on special needs students moving into the District this school year and will not be submitted to DPI until July 1<sup>st</sup>.

Below is some additional information to support the expenditure assumption items that Administration is including or removing from the 2008-2009 preliminary budget that total \$9,021,146 for an initial positive budget variance of \$220,319.

- Early estimates indicate increased expenditures for current staff totaling \$8,401,975.
- Contractual obligations and utility costs are projected to increase \$621,433.
- Decrease of \$2,262 in the amount allocated to schools in the form of a discretionary budget based on the number of new students projected to enter the District in 2008-2009 and the number of students projected to go to a District charter school, where a different funding formula is used.

There is also approximately \$4.3 million of additional requested expenditure budget assumptions submitted by schools and departments that will be discussed and debated by Administration over the next few months prior to the finalization of the preliminary budget to be presented to the Board in April. Some of the highlights of the requested budgeted assumptions include:

- \$802,868 for the additional 11 FTE staff projected to be needed due to enrollment growth per Human Resources.
- \$437,928 for 7 FTE that the schools have requested, in addition to the staff projected for enrollment growth.
- \$900,000 for the initial analysis to determine the extent of the Reuther exterior facade repair project.
- \$450,000 for Instructional Hardware Replacement and Software Licenses to replace and expand the District's technology infrastructure.

On February 12, 2008, the Audit, Budget and Finance Committee also reviewed the 2008-2009 Staffing Projections and recommended that the staffing projections be forwarded to the full Board with the 18 requested positions classified as Requested Budget Assumptions. As budget dollars become available, these positions would be considered for the Required Assumptions category.

The Kenosha Unified School District's proposed budget for 2008-2009 will be prepared in accordance with the budgeting and financial operations policies for the District and will be prepared to conform to existing State of Wisconsin requirements. It is always the desire of Administration to present the Board of Education an appropriate balanced budget, taking into consideration the beliefs, parameters and objectives of the Strategic Plan and the ongoing instructional and fiscal responsibilities of Administration. As always, the budget is developed and implemented with the ultimate goal of meeting the needs of all our students.

## Recommendation

Administration requests that the Board of Education review these budget assumptions and then accept these preliminary budget assumptions for use as the basis of ongoing budget discussions to be scheduled throughout the spring and early summer.

Dr. Joseph T. Mangi  
Interim Superintendent of Schools

William L. Johnston, CPA  
Executive Director of Business

Tarik Hamdan  
Financial and Budget Analyst

## Kenosha Unified School District 2008-2009 Budget Development Timeline

Pursuant to School District Policy 3110, Annual Operating Budget, below is a timeline of activities that have or will occur that form the basis of the District's budget priorities for the 2008-2009 budget.

- Request for new Budget Assumptions distributed to budget managers on December 3, 2007
- Deadline to submit new budget assumptions for 2008-2009 was December 28<sup>th</sup>
- Preliminary Enrollment Projections presented to the Personal/Policy Committee on January 8, 2009 and to the full Board on January 22<sup>nd</sup>
- Initial review of submitted budget assumptions by the Leadership Council on January 23<sup>rd</sup>
- Decision to convene Community Stakeholder's to be discussed and made by January 30<sup>th</sup>
- Discretionary budget packets to be distributed to school/departments on or about February 6<sup>th</sup>
- Preliminary Staffing Projections to be presented to the Personnel/Policy Committee and Audit/Budget/Finance Committee on February 12<sup>th</sup> and to the full Board on February 26<sup>th</sup>
- Preliminary budget position and budget assumptions, including staffing projections, to be presented Audit/Budget/Finance Committee on February 12<sup>th</sup> and to the full Board on February 26<sup>th</sup>
- Budget Overview presentation to all AST employees on February 14<sup>th</sup>
- If necessary, Community Stakeholder Introduction Meeting to be held in mid-February
- If necessary, Community Stakeholder meetings to be held during February and early March
- Deadline to return discretionary budget information on or about March 5<sup>th</sup>
- If necessary, presentation of the recommendations from the Community Stakeholder groups to be held in mid March
- Special Leadership Council meeting(s) to formalize budget assumption recommendations to be held in late March
- Special Board Meeting for Administration to present the preliminary budget to the Board to be held in late April (more than likely after new Board Member(s) are sworn in)
- Initial Budget meeting to be held in early May
- If necessary, initial staffing layoff notices to be sent out in early May with final staffing layoff notices for teaching staff distributed by May 31<sup>st</sup> (based on approval of staffing projections from the Budget meeting)
- Follow-up Budget meeting for Administration and the Board to further review and agree on 2008-2009 budget assumptions to be held in June and July
- Preliminary adoption of the 2008-2009 preliminary budget to occur on July 28<sup>th</sup>
- Additional budget review meetings to be held in August and early September, if necessary
- The Public Hearing on the 2008-2009 Budget and the Annual Meeting held on September 8<sup>th</sup> (preliminary date)
- Third Friday student count held on September 19<sup>th</sup>
- Tax Appointment Values (Equalized Value) from the Department of Revenue to be received by October 1<sup>st</sup>
- Certification of the 2008-2009 Aid Eligibility (amount of state aid) from the Department of Public Instruction to be received by October 15<sup>th</sup>
- Formal adoption of the 2008-2009 Budget to occur on October 28, 2008

Kenosha Unified School District, No. 1  
 2008-2009 Budget Assumptions  
 Initial Budget Position  
 February 26, 2008

Revenue	2008-2009 Projected Initial Budget Position 02/26/08	Assumption Explanation
<b>Required Budget Assumptions</b>		
1 Projected Increase in Revenue Limit - Additional Students	2,236,613	It is estimated that the district will increase by 175 full time equivalent (FTE) pupils based on 234 new students. In order to calculate the effect of this increase on the district's revenue limit, the difference between the 2008-2009 Current 3 year average and 2008-2009 Base 3 year average is multiplied by the 2007-2008 base revenue per pupil of \$9,319.22.
2 Projected Increase in Revenue Limit - Increase in Rate	5,967,915	This budget is built using an allowable per pupil inflationary increase at \$270.72 (Based on a 2.5% Estimated CPI Increase). In order to calculate the effects on district's revenue, the current 3 year average is multiplied by the 2008-2009 projected per pupil revenue limit increase. (Increases to Fund 38 debt repayments have been subtracted).
3 Transfer of Service Revenue Limit Exemption	1,000,000	Conservative estimate based on prior years' exemptions. The 2006/07 and 2007/08 amounts were \$2,268,104 and \$1,730,103 respectively. The actual 2008/09 amount will not be known until July.
4 Prior Year Carryover of Revenue Limit	36,937	Unused Revenue Limit Authority based on additional students eligible for the count on 3rd Friday from the 2007/08 budget will be added to the 2008/09 budget. (Difference of 12 FTE).
<b>Proposed Required Revenue Change Total</b>	<b>9,241,465</b>	
<b>Expenditures</b>		
<b>Required Budget Assumptions</b>		
20 Increase Salary and Benefits for current staff	8,401,975	Based on contractual obligations for settled contracts and projecting a 3.0% total salary increase for unsettled groups. Budgeting Health and Dental Insurance costs at 10% increase for WEA and 5% increase for UHC.
23 Transportation - City Bus Pass Rate Increase	54,420	District transportation costs have been increased by an amount equal to the City of Kenosha's reduced subsidy of student bus passes (10% increase for 2008, 5% for each of the next 4 years of the 5 year contract).
24 Transportation - "First Student" Contract Rate Increase	124,575	Increase Laidlaw Bus transportation cost based on contractual increase of 2.49% in 2008-2009.
25 Transportation - Additional Routes	99,900	Increase to route transportation based on adding 3 routes due to enrollment in 2008-2009.
26 Property Insurance Increase	13,152	Increase estimated at 6%.
27 Increase Liability Insurance	11,497	Increase estimated at 6%.
28 Electric Utilities Increase	194,270	Increase electric budget by 7.5% District-wide to offset a 15% rate increase taking effect January 2008.
29 Gas Utilities Increase	78,518	Increase gas budget by 4% District-wide to offset annual increases in gas rates.
30 Increase Water Utilities	23,629	Increase water budget to cover an 18% increase to Clean Water Utilities Fees.
31 School Leadership - Police Liaison Officers	13,784	Projected increase in the City of Kenosha Police Liaison Contract.
32 Site Discretionary Increase	(2,262)	Increased movement from Regular Schools to Charter Schools will decrease site discretion funds at Middle and High Schools.
33 Increase in Savings From Voluntary Buy Back Days	(2,532)	Additional savings on buy-back days based on a 3% increase in salaries of those currently contributing. New savings is \$84,413.
34 Increase in Nursing Contract	35,911	Anticipated increase in cost of School Nursing Services from the County at 6%.
35 Savings from Durkee/Lincoln	(646,628)	Projected savings from the consolidation of Durkee and Lincoln Elementary (02/27/07 Report to Board).
36 Fund 38 Debt Service Repayment	620,938	Repayment of the debt service for the non-referendum borrowing to construct the Brass Community School.
<b>Proposed Required Expenditure Change Total</b>	<b>9,021,146</b>	
<b>Current Budget Position with Required Budget Assumptions</b>	<b>220,319</b>	



**Kenosha Unified School District, No. 1**  
**2008-2009 Budget Assumptions**  
**Initial Budget Position**  
**February 26, 2008**

<b>Expenditures</b>	<b>2008-2009 Projected Initial Budget Position 02/26/08</b>	<b>Assumption Explanation</b>
<b><u>Requested Budget Assumptions</u></b>		
21 Additional Classroom Staff due to enrollment growth	364,940	Additional Salary and Benefit expenditure for new staff ( 5 FTE) based on enrollment projections of 234 new students.
22 Additional Support Staff due to enrollment growth	437,928	Salaries and Benefits for an additional 6 FTE - Special Ed (2 FTE), Support (2 FTE) and Bi-lingual/ESL (2 FTE).
40 Career and Technical Education Modular Lab Completion	85,000	Complete the last middle school lab (Family and Consumer Education) at McKinley Middle School. (\$55,000 - modules plus electric data and construction for a total of \$85,000).
41 Service Learning Consultant .49 FTE	21,510	Service Learning Facilitator (.49 FTE) and Teacher Service Learning Staff Development.
42 Tremper Auto Lab Remodel	128,000	Build a classroom to improve safety and classroom management, tool and equipment control. Classroom remodel \$65,000 - Ventilation and electric upgrading \$10,000 - 12 Snap On Tool Chests and equipment \$41,000 - Workbenches \$8,000 - Tool management software \$4,000.
43 Athletics - Transportation	3,000	Increase in transportation budget due to negotiated contract with Laidlaw Transportation Services.
44 Athletics - Game Management	15,000	Add additional dollars for game management salaries and security.
45 Athletics - SEC Officials Pay	3,000	Increase High School Officials pay by \$5.00 to cover SEC Athletic Directors vote to increase officials pay across the board.
46 Increase the Textbook Emergency Fund	50,000	Increase the funding for textbooks that must be purchased out of cycle due to new students, new schools, and new sections.
47 Instructional Materials for AP Music Theory	4,000	Funding is requested to purchase the instructional materials for the new AP Music Theory course approved by the board at its October 23, 2007 meeting, \$100 per student (with an anticipated enrollment of 20 students at Bradford and 20 students at Tremper - \$4,000).
48 Instructional Materials for AP Statistics	15,000	Funding is requested to purchase the instructional materials for the new AP Statistics course approved by the board at its October 23, 2007 meeting.
49 Instructional Materials for Math Applications	70,000	Funding is requested to purchase the instructional materials for the new Math Applications course approved by the board at its October 23, 2007 meeting.
50 Elementary Science Teacher Consultant	72,988	Hire one Elementary Science Teacher Consultant. This is needed to support the number of schools and new teachers in their implementation and integration of Science instruction.
51 Talent Development Administration of AP Tests	10,000	\$10,000 for the administration of the AP tests.
52 Talent Development AP Tests	64,500	Additional \$64,500 for AP Tests.
53 Talent Development Teacher Consultant	72,988	1.0 FTE for Talent Development Teacher Consultant is needed to support the number of schools, growth of AP programs and expectations of the Long Range Talent Development Plan.
54 World Language Italian Program Instructional Materials	16,400	Requesting \$16,400 for new Italian textbooks.
55 Fine Arts Curriculum Writing	10,000	This request is for 450 hours (\$10,000) for the purpose of writing curriculum.
56 Music Software Licensing	4,500	This request is for \$4,500 for district-wide music writing and assessment software license.
57 Increase Elementary Library Part Time Clerical Hours	16,827	Increase the elementary library part time clerical hours from a total of 240 hours per week to 288 hours per week.
58 Funding for replacement Instructional Hardware	325,000	Additional funds are necessary to purchase hardware required for refresh purchases, expanding wireless capabilities, and exploring new technologies.
59 Instructional Software Licenses	125,000	Additional software funding to support hardware purchase at the school and district level.
60 High School Full-Time Library Media Specialists	72,988	Increase the Library Media Specialist staffing by 0.51 FTE at Bradford and Tremper High Schools to create 2 full time Library Media Specialist at those schools. Current staffing is 1.49 FTE.
61 I/S District Technology Support	172,403	I/S Dept requests 2 FTE for Computer Technicians (AST Level 2) based on growth of computers in the District.
62 I/S District Technology Support	157,626	I/S Dept requests 3 FTE for Computer Support Technicians (MISC) based on growth of computers in the District.
63 I/S Technical Writer/Trainer	172,403	I/S Dept & Prof. Development request 2 FTE for Technical Writers/Trainers (AST).
64 Reuther Exterior Wall Repair	900,000	This budget assumption is being submitted as a placeholder in case the Board would like to use the Budget Assumption process to identify and approve additional funding to support the extensive repairs needed to the exterior façade at Reuther Central High School.
65 Additional Staffing Requests from the schools	437,928	Human Resources received requests from the schools for additional staffing (on top of the current formula) that total 6 FTE.
66 Family and Consumer Science Lab - Bradford	40,000	To update and remodel the Family and Consumer Sciences foods laboratory (Room 126).
67 Bradford High School/9th Grade Leadership	113,672	To keep the current Administration structure at Bradford High School with one of the four Assistant Principals specifically assigned to oversee the Freshman Academy.
68 Read 180 Lab at Bradford High School	162,988	To add an additional READ 180 Lab-American's Premier Reading Intervention Program, and add an additional READ 180 staff member to support the READ 180 additional class offerings each block.

**Kenosha Unified School District, No. 1**  
**2008-2009 Budget Assumptions**  
**Initial Budget Position**  
**February 26, 2008**

<b>Expenditures</b>	<b>2008-2009 Projected Initial Budget Position 02/26/08</b>	<b>Assumption Explanation</b>
69 Increase in the Plato Software Support	36,509	The cost of maintaining the PLATO licenses has increased dramatically this year from \$12,930 to \$49,438 annually.
70 School Outreach Liaisons	83,000	The cost of staffing school Outreach Liaisons at the middle and high school level is increasing and the District's budget for this purpose has not increased.
71 Transfer funding to Community Services Fund	(83,000)	Current funding for Outreach Liaisons is contained in Fund 83 and this additional funding should be added to the current funding.
72 AODA Prevention Staff Funding	58,727	40% of one position and 50% of another position is currently funded from our AODA grant. The grant funding is being reduced next year and in order to continue the AODA programming, other funding is necessary.
73 Funding for Minority Academic Affairs	58,539	Funding increase to implement initiatives to close the achievement gap.
<b>Requested Budget Assumption Total</b>	<b>4,299,364</b>	

<b><u>Time Limited Assumptions</u></b>		
Strategic Planning Team 1	18,000	Strategy Team 1 has scheduled several surveys to be conducted on climate and communication (3 years 06/07 - 07/08, 08/09).
Student Information System	241,217	Budget for the new Student Information System per Board action on 02/14/06 for five (5) years starting 2006-2007.
Reduce Substitute Staff Contingency	350,000	Contingency budget assumption in 2005-2006, but renewed for 350,000 in 2006-2007 (originally a \$850,000 contingency).
<b>Time Limited Budget Assumption Total</b>	<b>609,217</b>	

*This page intentionally left blank*

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

February 26, 2008

**SAVINGS FROM 2005 REFERENDUM PROJECTS**

**Background:**

The voters of Kenosha Unified School District approved \$21,915,000 in projects as part of a November 2005 building referendum. Those projects included the construction of the new Charles Nash Elementary School, an addition to the Prairie Lane Elementary School, and physical education and athletic additions to Bradford and Tremper high schools. All of the projects were completed prior to the current school year on time and on or under budget.

At their February 12, 2008 meeting, the Planning, Facilities, and Equipment Committee voted unanimously to recommend that the School Board return the \$100,000 of unspent referendum funds back to the taxpayers of our community. This will be accomplished by not taxing the full amount of the 2008-2009 debt service repayment approved as part of the referendum.

This is the second straight referendum that the projects came in under budget and the Board returned the unspent funds back to the taxpayers. A similar decision was approved by the Board for the November 2000 referendum that authorized the construction of the Mary Lou Mahone Middle School and the Edward Bain School of Language and Art in the amount of \$423,000.

**Administration Recommendation:**

Administration recommends Board approval to return \$100,000 of unspent funds from the 2005 referendum back to the taxpayers.

Dr. Joseph T. Mangi  
Interim Superintendent of Schools

Mr. Patrick M. Finnemore, PE  
Director of Facilities

*This page intentionally left blank*

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

February 26, 2008

CLASSIFICATION, COMPENSATION AND PERSONNEL POLICY  
FOR  
NON-REPRESENTED, NON-SUPERVISORY, "MISCELLANEOUS" EMPLOYEES

Approval from the Board of Education is requested for proposed changes to the Classification, Compensation and Personnel Policy for Non-Represented, Non-Supervisory, "Miscellaneous" Employee Agreement.

Following are the proposed changes:

**Duration – Section I**

July 1, 2007 – June 30, 2009

**Wages – Section IV.**

3.0% salary increase across the board.

**Benefits – Section V.**

2.0% premium contribution for single and family health benefits

Add the following positions to the salary schedule:

LakeView Technology Lab Specialist  
Support Technician  
Student Support Specialist, Non-clerical  
Facilities Specialist (changed from Facilities Manager)

**ADMINISTRATIVE RECOMMENDATION**

It is the recommendation of the Administration that the Board approve the above proposed changes to the Classification, Compensation and Personnel Policy for Non-Represented, Non-Supervisory, "Miscellaneous" Employee Agreement.

Dr. Joseph T. Mangi  
Interim Superintendent of Schools

Sheronda Glass  
Executive Director, Human Resources

*This page intentionally left blank*

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

February 26, 2008

**Tentative Schedule of Reports, Events,  
and Legal Deadlines for School Board  
February-March**

**February**

- February 12, 2008 – Standing Committee Meetings in ESC Board Meeting Room and Room 190B
- February 13, 2008 – ½ Day for Students - Professional Inservice Half Day
- February 26, 2008 - Regular Board of Education Meeting – at Frank Elementary School

**March**

- March 4, 2008 – Standing Committee Meetings and Special Meeting in ESC Board Meeting Room and Room 190Bf
- March 18, 2008 – PR/Goals/Legislative Standing Committee Meeting and Regular School Board Meeting at LakeView Technology Academy
- March 21-30, 2008 – Spring Break – No School for Students